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Meredith College

QUARTERLY BULLETIN

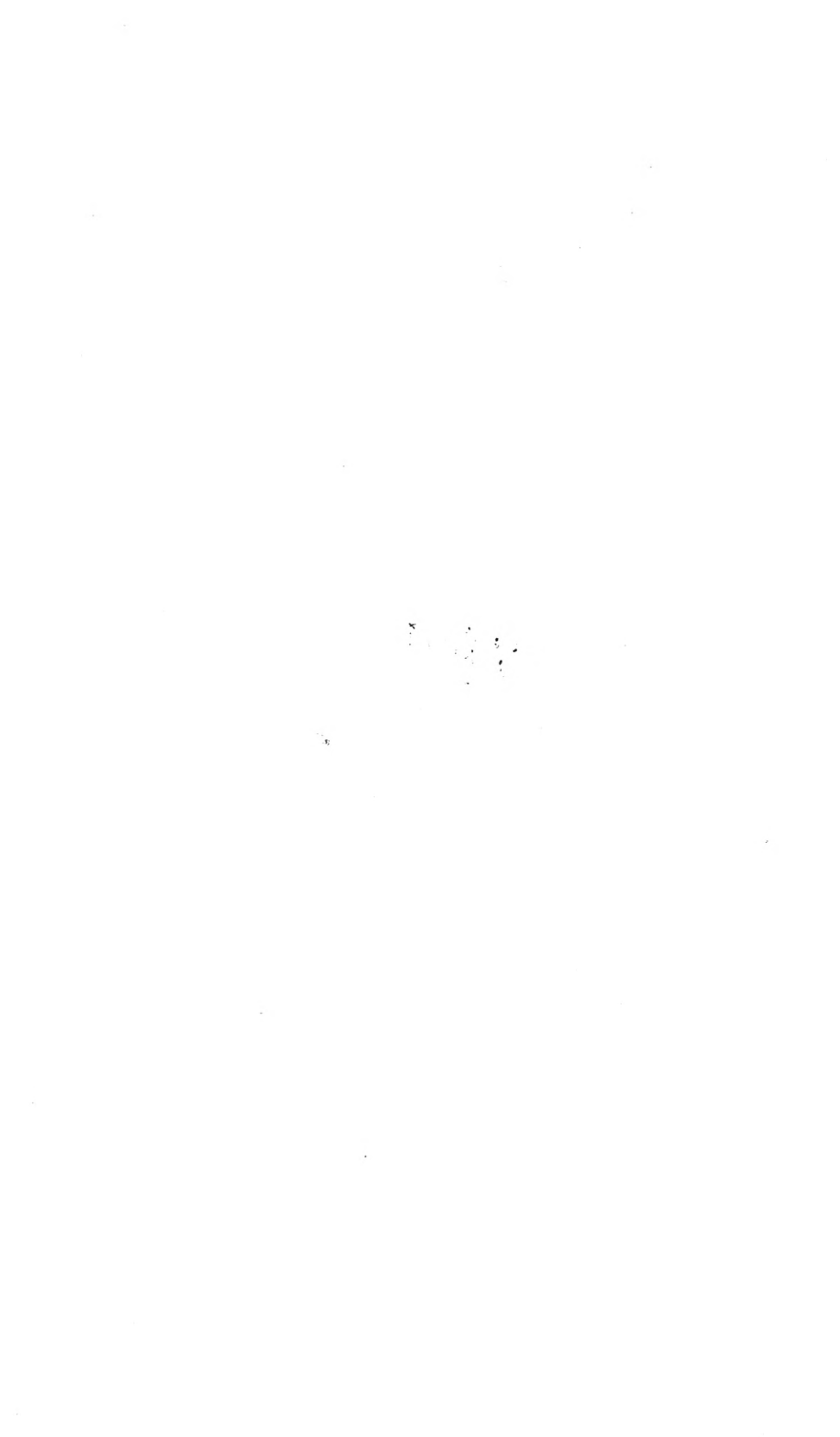


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Foreword

UNDINE FUTRELL JOHNSON

President, Meredith College Alumnae Association

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This is the third November issue of the MEREDITH BULLETIN to be published by the alumnae. The results of our efforts during the past two years have been most gratifying in the interest that has been aroused among the alumnae, and we are encouraged to believe that we "have something here." This BULLETIN is sent to more than two thousand alumnae with the earnest hope that loyalty for Meredith may be deepened and pride in Meredith awakened in the hearts of all who read it.

15 Sept 44
Because of the approaching inauguration of our newly-elected president, Dr. Carlyle Campbell, of whom we are already justly proud, the BULLETIN committee naturally became "president conscious." As we congratulate ourselves upon having acquired Dr. Campbell, we rejoice in the heritage left us by our beloved Dr. Brewer and our inimitable Dr. Vann. With this thought in mind, we have asked each of our three presidents, for whom we feel deep love and appreciation, to have a part in this BULLETIN. Dr. Campbell's splendid and arresting address given at the formal opening in September and the messages from Dr. Brewer and Dr. Vann will be warmly received by all who have experienced the peculiar thrill that hearing our Alma Mater always brings.

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GREETINGS!

Warmest greetings, my dear old girls. Yes, girls still, as you will always be in my happy memories. May the best blessings of our gracious God give you many years of useful happiness.

Your old friend,

A handwritten signature in cursive script, reading "R. J. Wamm." The signature is written in dark ink on a light background.

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It is a joy to send greetings to our alumnae and other friends. I appreciate far more than I can tell you the fine spirit of loyalty for your Alma Mater that prevails among you. The new session has had a gratifying opening, and enthusiasm is manifest among students and faculty.

All of us are happy over the coming of Dr. Carlyle Campbell as president. We agree that he is the right man for the place. He has already made a large place for himself in our college life. All are glad to coöperate with him and to assist in carrying out the plans he proposes.

A handwritten signature in cursive script, reading "Chas. E. Brewer". The signature is written in dark ink on a light background.

Education For Experience

CARLYLE CAMPBELL

President of Meredith College

(Address delivered September 14, 1939, at the opening of the fortieth year of Meredith College.)

For the cordiality shown me during these first days, I am most grateful—especially as it is indicative not so much of my desert as of your generosity. I esteem it a privilege to be associated with those who love and serve Meredith College, and trust that we shall strive, intelligently and effectively, to make the institution indeed an “Alma Mater” to all who live within its hallowed walls. To you who enter Meredith for the first time, I extend the greetings of one who hopes to qualify as a fellow student; who, in a sentiment which he believes appropriate here, with you wishes “to behold the beauty of Jehovah, and to inquire in his temple.”

The celebrated Mr. Dooley, once assuming the role of registration officer at the beginning of the college year announced to the assembled students: “Step up, young gentlemen, and decide what you want the faculty to study for you this year.” On the basis of your expressed decisions, let us hope that the members of the faculty will promptly prepare to fulfil their obligations to you. But I warn you to expect a severely limited service from them, despite their congenial dispositions and technical qualifications: Whatever you want, you yourselves must actively set out to secure; and it is also true, I think, that the more you want, the more you get.

The expensiveness of a college education should provoke your sober, intelligent consideration of the goals set up and the means for attaining them. It is a far cry from the twelfth century when the philosopher Abelard drew thousands from the cities into the fields, where they lived on coarse food and in mud houses, that they might sit at the feet of the master. Likewise, that proverbial American university with Hopkins on one end of a log and Garfield on the other seems remote and fantastic: One suspects that they could easily have dispensed with the log; and, as their successors today rarely sit anywhere and on such rare occasions find more comfortable seats elsewhere, the log has been turned upright and converted into a marble column for them to admire on their occasional visits to the campus. The major part of the resulting financial burden falls on your parents and benefactors, frequently entailing great sacrifice

and privation. But these are only token payments, made from the by-products of life. You must pay out your capital, the irredeemable stuff of life—four invaluable years. Too, you must know that no college can guarantee “results or your money back”; and that others, by superior alertness and conscientiousness, may now be wisely investing their lives in business or at home while you squander your talents here.

Therefore, let me bluntly ask, what do you want? Appropriate to a certain type of college student is Goldsmith’s observation, “Man wants but little here below, nor wants that little long.” She demands no more of a college than that it be a temporary asylum, a place of refuge from disagreeable conditions and circumstances elsewhere; she wishes merely to vegetate in peace. Descriptive of such is the waggish remark that the term “college bred” is synonymous with a four-year loaf. Others come in search of conventionally approved credentials, certain earmarks of gentility or accomplishment, the exhibition of which will insure pecuniary or social advantage. Educational statisticians have outlined the procedure in language they can understand, thus enabling them to secure what they want without injudicious effort. For example, according to the Carnegie calendar 50 minutes make one hour, 15 hours make one week, 36 weeks make one year, and 4 years make one degree. It is as simple as that! A dean of a Western university is said to have remarked that his office was “no longer a place of educational counsel and guidance, but a market place for the exchange of negotiable tokens by which one through skilful barter would secure his degree and yet be a versatile ignoramus.”

But enough of this. I propose to talk about you and the College. Yet, even now I cannot refrain from deploring, parenthetically, that a college cannot so easily dismiss these liabilities from consideration as is possible in this talk.

Meredith College is officially designated as a *liberal arts* college. The distinguishing phrase as originally employed by the Romans signified “the higher arts, studies which only freemen were permitted to pursue.” The traditional purpose of such institutions as they have developed in the United States is expressed in the charter of Harvard College (1636): “to develop character, foster learning and train educated leaders for church and state.” Some inferences about the nature of the liberal college seem obvious and inescapable: It is man-centered rather than job-centered; its primary business is with human experience and the modification of personality—to liberate and liberalize, in the spirit of Him who said, “Ye shall know the truth, and the truth shall make you free”; upon these favored

souls it places the responsibility "to make reason and the will of God prevail" in human society.

To such holy purposes let us unreservedly commit ourselves and the resources of this institution, and demand from each activity—in the classroom and laboratory, in the library, in the chapel, in extra-curricular organization and social contact—its appropriate contribution to the enrichment of life. Particularly, because of its centrality and distinctiveness, must we magnify our scholastic program and the materials which it employs. May we escape the implied deprecation of scholarship by those, unacquainted with its discipline and innocent of its virtues, who in public utterance too complacently assert, "I learned a little in college from books, but—." Pertinent is the characterization of a crooner: "one who has no voice, and insists on complaining about it in public." Rather, as Carlyle says, the true university is essentially a collection of books; through them the distant in time and space is obliterated, and we may enjoy happy fellowship with the wise of all the earth; from their revelations we may seek a newer and better world.

"How can you live in Goshen?"

Said a friend from far—

"This wretched country town

Where folk talk little things all year,

And plant their cabbage by the moon!"

Said I:

"I do not live in Goshen—

I eat here, sleep here, work here;

I live in Greece,

Where Plato taught,

And Phidias carved,

And Epictetus wrote.

I dwell in Rome,

Where Michaelangelo wrought

In color, form and mass;

Where Cicero penned immortal lines,

And Dante sang undying songs.

Think not my life is small

Because you see a puny place;

I have my books; I have my dreams;

A thousand souls have left for me

Enchantment that transcends

Both time and place.

And so I live in Paradise, not here."

—*Edgar Frank.*

But the suggestion that education is a matter of experience involves infinitely more than a mere exposure to propitious intellectual or social circumstances. The richness or drabness which we commonly attribute to environment is more likely descriptive of the mind evaluating it. One recalls the reply of Turner, the English landscape painter, to a woman who complained that she had never seen such landscapes as the master delineated: "Ah, but don't you wish you could?" Nor is experience, in its finest sense, synonymous with heightened sensations, the delirious joys or headaches that tend to enfeeble and enslave. Rather, it is what one has learned from his contacts with life; "the knowledge resulting from actual observation or from what one has undergone"; the difference in personality produced by the information acquired, the activities engaged in, the associations formed.

And so, without minimizing the essential service of your teachers and fellow students, of the tangible data about life to be gathered from books and the world about you, I would remind you that in the translation of this knowledge into wisdom, the assimilation of this wisdom into personality, the assertion of this personality in the world you are to help create and live in—herein you must depend largely upon yourself. Your integrity and achievement as a scholar require at the outset a sublime assertion of faith: that knowledge is always better than ignorance, that truth is always better than error, that right is always better than wrong. With all the persistence and intelligence at your command, indifferent to personal implications and external authority, you must build your life on these assumed truths.

"Experience keeps a dear school, but fools will learn in no other." Yes, a dear school—in reality, the only school; but its discipline is beyond the reach of the foolish, and is the pearl of great price to all who seek wisdom. Indeed, it is not tragic that man suffers, for therein seems to lie his hope; but rather, that he suffers so many things—and so poignantly—in vain. The essential tragedy of "Middletown" as surveyed by the Lynds, first in 1929 and again in 1937, lies not in the pathological revelations of either study, but in the observation that from the portentous occurrences between these years its inhabitants had apparently learned nothing. The scholar can be content in no ivory tower, and fears not unpleasantness so much as complacency and intellectual dishonesty. He does not regard as desperate any situation into which rational analysis and remedial procedures may be introduced.

And what shall we say of the scholar's relation to this distraught world, bereft of security, peace, and hope? Only in a world of intrinsic nobility and magnificence could one find such tragic attributes. Suggestive are the words of a soldier in Shakespeare's *Hamlet* to his comrade as the reappearing ghost strikes terror in their hearts: "Thou art a scholar; speak to it, Horatio." Are not the dread disturbers of our peace the ghosts of yesterday that walk among us still, recalling wrongs unrequited, obligations evaded, intelligence unasserted? Who but the scholar may dare to address them and bid them vanish? But how shall he speak, save as love and knowledge give him words?

In such a world, we may even now dwell in peace and joy; and so must we, if we are to make it habitable for those about us. And so, I wish for you who come to live in the discipline of Meredith that you may experience constantly the joy of effort and striving rather than the bitterness of failure or the conceit of success; the happy comradeship of common purposes rather than the antagonisms engendered by selfish, competitive interests; withal, a worthy part in the fashioning of a world in which truth and beauty and goodness may abide together in fulness.

The Meredith Procession

ROSE GOODWIN POOL

(Alumnae address delivered at the annual meeting of the Meredith College Alumnae Association, May 27, 1939)

It has not been my privilege to hear many of these alumnae talks at commencement. I did hear the one last year, and at the close I felt not only delightfully informed, but refreshed and rested to such extent that I was ready to stand up and move forward for Meredith. But my subject, "The Meredith Procession," was not given me in that hour. It came way back in some half-conscious moment before I had any idea of bringing it to you.

I like to watch processions—perhaps everybody does. Children are most fascinated of all spectators. I have wondered, however, if every young child feels as much identified with the processions he watches as I once did. Sitting or standing, in speechless obedience to the teaching that "children must be seen and not heard," in my heart I was keeping step. If watching the small-town Baptist singers file into the choir loft, I could truly imagine myself to be Mrs. Mitchell, who wore the longest plume in her hat, or Mrs. Gurkin, whose high notes triumphed over all the rest. While watching a circus parade I was the most bespangled lady on the stylish white horse, when not the operator of the calliope. During a wedding procession I was of course the bride, but this egotism was somewhat offset by the fact that during a funeral procession I was almost invariably the corpse. It was at Meredith, however, that processions came to a fuller significance.

From that first slowly moving line on the day of matriculation, life at Meredith moves in more or less regular processions—to and from meals, and classes, and practice halls, and laboratories, and tennis courts; up and down stairs; in and out of chapel and society halls; to and from town and church—Meredith moving. Each succeeding college generation, while wearing its groove into the halls and walkways, lives for its own commencement processions on Class Day, Baccalaureate Sunday and Commencement Day. But climaxing all lines of march since that of Matriculation Day, four years before, is another single file procession. It moves across the commencement platform in response to the distinct and deliberate calling of full names. With the sounding of each name a figure in scholarly attire appears in the center of the platform, a degree is

conferred, a diploma presented, and a silken tassel lifted and placed in the exact spot to clinch the transaction. Then those unforgettable words, "Young ladies of a graduating class," followed by the last presidential exhortation, pronounce the college days over. The presentation of Bibles and the benediction give the final seal, and the class marches out—but where?

After twenty-five years of wandering to and fro upon the face of the earth a number of Meredith girls came back three years ago to march again in the commencement procession. However good the reason may be for the alumnae to march in the procession, in order to get a seat in the auditorium, at least two of these old-timers had another reason for marching. The thrill of being lined up actively with Meredith was too great to be held in. As we marched together in the front campus approaching the chapel door, my classmate and I agreed that no matter what schools we may be connected with in the years after college there is none to which we can give such allegiance as to our own first love. Then it occurred to me that we are continuing to march in the name of Meredith, no matter where our pathways lie. I saw the graduating class as they left the final exercises. There were moist eyes. It is always so on Commencement Day. If some warm-hearted alumna could take the hand of every Meredith graduate as she leaves the college walls with her diploma and lead her to accept responsibility in that greater Meredith procession which reaches around the world, it would be out of place for me to speak today on a subject that calls us back to the idealism of our college days.

In this greater Meredith procession, made up of all those who have served Meredith and whom Meredith has served, there can be sensed a well laid plan—the kind of thing that Dean Sperry of Harvard was talking about a few weeks ago when he said "It will do us no spiritual or moral harm to be compelled, by these critical years, consciously to recover for our universities something of the prophetic spirit which begot them, and to restore to the platitudes of our life their original quality of passionate truthfulness." There can be sensed in the Meredith procession that detailed preparation behind the scenes, and rooted in the Meredith tradition, which leaves no opportunity for uncertainty of direction or uncertainty of step. It is the alumnae unit of this procession that most concerns us this morning.

Meredith loyalty at this Ruby Anniversary time demands that every girl upon whom Meredith has put her stamp be enlisted in this procession. In my South Carolina home it has been difficult to

gather the scattered few Meredith girls for any kind of coöperative work; so these two years among active alumnae groups has warmed my heart. But a shock came my way last fall when a Meredith girl in a nearby town told me that she had decided "not to join the alumnae chapter this year." "Not join"—that was a new thought to me. It sounded just about as sensible as saying that she had decided not to join her own family circle.

The speaker in a broadcast from Hamilton College last winter said that he had never felt compelled to extol the virtues of his own mother, although she had many, neither did he feel it necessary to eulogize his alma mater, or foster mother. His own mother was not as beautiful as Lillian Russell nor as famous as Madame Curie, who were her contemporaries. "The point is," said he, "she was mine." His alma mater is not as old as Harvard nor as rich as Yale, but she is his. Meredith is not as old as any of the other great women's colleges, nor as rich as the poorest, but she is ours. And I love the spirit of that little writer in *The Twig* a few months ago who, after attending a meeting at Duke, where the girls had everything that money could buy or heart could desire, but could not walk on the grass, returned to love the very cracks in Meredith walls.

I have always known that Meredith is neither old nor rich, but the realization that she is not famous came like a thunderbolt. It was the occasion of the get-acquainted picnic of the Yale Divinity School. Each person gave his name, the name of his State, and the name of his college. I strained my ears to catch the unfamiliar sounds. When my own turn came I spoke out very distinctly, "Meredith College, North Carolina," and felt quite sure of a nod of recognition. Later, however, in a speech of appreciation for the party, it seemed that the speaker was looking straight at me when he said, "The names of our colleges sound like the names of patent medicines." Meredith a patent medicine! thought I. Why, the name of Meredith shall prove a balm for the healing of the nations; and before me arose the vision of all Meredith girls, past, present, and future, filled with the spirit of healing and marching in her unashamed procession.

There should be at least 2,100 alumnae in the line-up in this Ruby Anniversary year. The alumni secretary of the University of Michigan received recently the following letter from one of the older graduates of that institution:

Dear Mr. Trueblood:

I have your invite. Thank you. I am '79 Law. I've been to Ann Arbor once in 52 years since '79 and do not expect ever to see it again. In fact, [I] have no interest in the U. of M., there or here. Never made a cent out of anything the school did for me. All they seem to function in is the bunk! A plutocratic psychology and the inculcation of brutality through their major course—that of football. If I had \$1,000,000 to spend on a boy's education, I wouldn't spend 5c of it on any school in the U. S. I am a graduate of three universities and hold all in equal disregard. So, while I thank you, I won't bother. As I see it, a man's most worthless asset, his greatest liability, is a college education.

I am very truly, . . .

No Meredith daughter would subscribe to the extreme cynicism of that letter, but learning from its spirit of frankness, 1,800 Meredith alumnae might write:

Dear Mae:

I have your notice about alumnae dues. I paid all I could afford to Meredith when I was a student there. I hate the *Ladies Home Journal*; my family rebels against Octagon soap; the Meredith plates are too expensive, and I am not interested in the swimming pool. Do not waste any more postage on me.

I am yours very truly, . . .

Now Mae has not offered one word of protest. She says that twenty per cent of the alumnae do pay their dues, and that no college expects dues from more than twenty-five per cent of its graduates. She can name many colleges whose alumnae do not show up as well as ours. But this is poor consolation to you and me. Our besetting sin is lamenting Meredith's lack of money and waiting with folded hands for a handsome fortune to drop down from the sky, while we of the alumnae association do not even support the running expense of the alumnae office. Think what could be done if \$4,000 in alumnae dues came in every year instead of the \$400 which actually does come in! And with the extras which the faithful few would inevitably send, we could safely count on \$6,000 a year. Then, if only sixty percent of the graduating classes in the next ten years pay their dues, and we allow some of that to substitute in the case of those of us who are subject to cold feet, in ten

years the alumnae will have paid to Meredith \$75,000! However inaccurate may be my arithmetic, it is not as inaccurate as the prospect that some one of us will get rich in the next ten years and turn over to Meredith \$75,000 of our fortune.

Coming back on occasions like this renews our active love for Meredith. The possibility of losing Dr. Brewer distressed us for only a brief period, for we have since been assured that he will continue to be here with his warm welcome. But even in the very warmth of his words there is a challenge: "As long as the alumnae love her, the institution is safe." Do the 2,100 daughters of Meredith love her enough to line up in her Ruby Anniversary procession?

In a college company of this size with capacities and interests so varied, the results would be as colorful as the purple, and scarlet, and orange, and blue, and gold in the impressive processions of great universities.

We are not entirely without the actual coats of many colors. Records shown that since 1931 seventy-seven have gone on for higher degrees, and scores of others have done graduate study either in their own names or by proxy—with their husbands. Certainly we have a right to expect that Meredith shall have stimulated enough intellectual curiosity and breadth of interest to send her daughters into a wide range of activities. Conditions in this respect have somewhat improved since Hattie Herring's valuable survey a few years ago. I wish I could have heard that speech of Hattie's. I did hear Kate Johnson refer to it as being "uncommonly fine, if not altogether flattering." I consulted Hattie before making any sweeping statement, and she thinks it is safe to say that Meredith graduates are now going into a wider range of activities.

While no exact figures are yet obtainable, a little investigation reveals Meredith women, to some extent at least, taking part in education, literature, medicine, civic and social service, business, the fine arts, home making, and missions at home and abroad. The extracurricular activity, for a large majority, is church work. This is especially encouraging in view of the widespread secularization of society. It is a tribute to the churches who have not yet turned over their social service to welfare agencies, nor the salvation of souls to the psychiatrist. It is a tribute to the character of Meredith alumnae and to the health of the churches, since Dr. Georgia Harkness says: "When the church is sick the intelligentsia pass by on the other side."

So there are in increasing numbers the bright colors in our procession, but by far the larger percentage of the Meredith procession

marches in inconspicuous garments, not letting the left hand know what the right hand does, and are kindred spirits of all that company of women who, since the time of Dorcas, have been "full of good works." These are at least keeping step.

Keeping step in the Meredith procession means a stand for unadulterated Christian culture, and a step in spreading the Christian gospel. The extent to which we do this determines Meredith's right to existence, for "by their fruits"—you know.

I have watched three new dormitories for women go up on the State university campus this year. They are getting ready for somebody's daughters. I have rejoiced at the adequacy of the library and laboratories. Unless Meredith continues her vital Christian message and maintains a wholesome environment in which the fruits of the spirit may grow, it is not worth the struggle to keep the wolf from the door. The State can certainly do everything else for our daughters much better than we. Weary as our ears may be with hearing the oft-repeated phrase, "our denominational schools must be different," the fact is unalterably true.

That such a statement is at all needed in a Baptist audience was first brought to my attention by Dr. William Louis Poteat at the seventy-fifth birthday of Mars Hill College. The force of his contention, that the Christian emphasis alone justifies the existence of our denominational schools, is intensified by an incident in the life of the late Dr. McGlothlin—another great Baptist educator. Dr. McGlothlin was walking along a path through a thick woods. The sun had set and twilight was fast approaching, when he heard footsteps behind him. Dr. McGlothlin walked steadily on, turning neither to right nor left. The footsteps continued behind him at about the same pace. Could he reach the edge of the woods and the nearest farmhouse before nightfall? On he walked. The unknown man walked behind him. In that tense moment Dr. McGlothlin said that he was not concerned as to whether the man walking behind him was a rich man or a poor man, a white man or a black man, an educated or an uneducated man; the only thing on earth that interested him about that man was whether he was a good man or a bad man.

It matters more in the tenseness of our times that women of the Meredith procession shall walk uprightly than that their intellectual attainments shall startle the millions. But that they may wear their academic regalia as an asset, and not trip upon it in the straight and narrow way, is something like what Meredith is set to do. The most unpopular word I know is narrow, and the most

misused word is broad. It seems to me that they exchange places in respectability when applied first to a state of heart, then to a state of mind. Applied to the heart, let me be broad that my sympathies may include all men made in the image of God, for to be narrow in heart is spiritual death. Applied to the mind, let me, at least sometimes, be very narrow that I may have the power of discernment and penetration, and concentration; for to be broad in mind may be only a pretext for laxity. The inscription on the statue of Mary Lyon on the campus at Mt. Holyoke is narrow of mind and broad of heart: "There is nothing in the universe I fear but that I shall not know all my duty or shall fail to do it." An earnest desire to know and to do all our duty as cultured Christian women will lead to many heartbreaking discoveries.

Time was when cultured women were regarded immune from so-called masculine vices, but today college women are leaders in profanity and drunkenness, not to speak of attendant evils. The mother of one of the girls in my Sunday school class told me that of the eleven girls left in her daughter's dormitory on the first night of spring holidays this year, eight were too drunk to walk up the steps unaided. A few weeks later, a Christian young man, in referring to the incident, expressed not the least surprise, and placed the blame entirely on the girls' homes and mothers. Unfair as we, who do expect some supervision from the school, may feel this to be, this incident and multiplied others should send us as mothers to our knees. When I am awakened at two-thirty in the morning—as I was two summers ago—by drunken screams from a college girl whom college boys were throwing into the mountain river within a stone's throw of my cabin; when my neighbor who lives two miles from a university campus, reports wholesale marching of college girls up the road to sober them; when a transient physician reports twenty-five college girls consulting him within three months for vicious diseases; and when, in spite of all this, some of my friends are more concerned that their daughters shall move in the smartest social set than that they be lined up with the work of the church, I cry out in agony of heart against a social system that seems to have resulted in our total loss of reason. Those of us who walk blindly along, drawing our skirts aside, boasting that we are too old-fashioned to be affected, are by no means guiltless. Whether our job is to minister to the bodies, or minds, or souls of men, let us do some positive teaching that shall call us back to the straight and narrow way. By all means let us ask God to help us make and keep our homes Christian. Many of you must have thrilled to hear the

Mother's Day broadcast a few weeks ago, in which the mother of our President and that noted French mother plead for moral rearmament through the Christian home, as the only means of securing lasting peace.

You have already observed that the Meredith procession is a peace parade. The most impressive peace parade I ever saw was a parade of boys in New Haven, Connecticut. It was designed to comfort those who had lamented the loss of so many of America's strong young men during the World War. I stood on my porch a full hour watching them pass. There were boys ranging in age from six to eighteen years—thousands of them. I had been a mother for only two months. My own little son lay fast asleep in a nearby room. Tears filled my eyes as I thought of all the mothers of all those boys. How did they know that another war would not come to destroy their sons! Horrible as such a prospect is today, it is not more horrible than the thought of the moral and spiritual enemies that lie in wait for our own boys and girls. Let me beg you younger mothers of the Meredith procession not to be lured away from the straight and narrow path with your little children. Continue, to be sure, your vigilant care in the matter of diet and rest, but do not forget that no amount of vitamins and early bedtimes in infancy can fortify your children against physical and moral decay, if you turn them loose in adolescence to stay up until the wee small hours of morning.

Thoughtful people in all walks of life are pleading for a return to a dynamic Christian message which touches life at the three points where, according to Canon Charles E. Raven, the church has been weakest, namely, in dealing with property, sin, and strife. I have done my best to hear most of the Duke Centennial speakers this year on a wide range of subjects. Without exception the audiences were most responsive during a spiritual emphasis. Inspiring to me above all else has been to witness the emancipating power of the Christian gospel in the lives of brilliant women. In the symposium on "Woman and Contemporary Life" those women with highly trained minds, serving their generation in national and international affairs, referred to themselves, or were referred to, as having a staunch religious heritage. Such weight did their words carry that I began to understand that British statesman who said, "If we ever have any international understanding it must come through women."

That Meredith continues to send out a procession of women equipped to cross the barriers of international prejudice is attested

by reports of the quality of their life and work. From a State institution that employs teachers from many colleges comes the report that Meredith girls compare favorably in scholarship and that in Christian character they excel. One who knows well the South and many of her institutions says, "Meredith women have a scale of values that sets them on a high plane of living." Such words should inspire us to keep step in the Meredith procession, but perhaps some of us who are less sentimental have to be whipped into line by remembrance of those strong words of Miss Young's in chapel one Thanksgiving morning. "Girls," said she, "we are expecting a good dinner today, but have you thought what would be the result if Richard forgot the salt?" Then she read, "Ye are the salt of the earth, but if the salt have lost its savour, wherewith shall it be salted? It is thenceforth good for nothing, but to be cast out and to be trodden under foot of men." Those challenging words, "Ye are the salt of the earth," fastened themselves indelibly upon my mind as a slogan for Meredith girls, and they stand out before me more clearly today than any combination of words in all the German vocabularies which Miss Young succeeded in storing in my mind.

Slogans and standards play an important part in most processions. In the Meredith procession the cross goes before with the inscription, "I am the way," but not all can read or interpret equally well, so there are, all along the line, those who interpret for us in terms of faith and love and sacrifice, whose lives are living epistles known and read and honored. All of us are interested in the theme of the New York World's Fair—"The World of Tomorrow"—which in full is "A happier way of American living through the interdependence of man and the building of a better world tomorrow with the tools of today." This theme is shot through with the optimism of a purely humanistic philosophy. It sounded very exalted when I first heard it. Then I began trying to find what tools we actually do have today which will insure a happier world tomorrow. I read very carefully the World's Fair edition of *The New York Times* for March fifth. Looking for religion, I found it as a sub-head under culture. As long as religion remains a sub-head in our American life there can be no permanent happiness. Let the Meredith procession hold high the inscription "Seek ye first the kingdom of God and His righteousness," that the formula for everlasting happiness may be given to all who touch its ranks.

There must also be music with the procession. Our *Alma Mater* stands at the head of the list when we think of Meredith music.

We must stand at attention, however, during the *Alma Mater*; so there must be, in addition, a marching song. As to my conception of what music is appropriate for the Meredith procession, only the precision of Deems Taylor and the poetry of Lawrence Guilman would be adequate. Music affects the mood and the speed and the gait, you know, and music may also be affected by the mood, the speed, and the gait. Those who march in the procession do not always make the music, but in the Meredith procession each one may make music in her own heart, and all tuned to the heart of Meredith, there shall sound forth a new song meeting all the requirements in rhythm, tempo, and dynamics, of the entire Meredith company. The song may be lengthened into a glorious cantata with sections grave and gay. The theme may be presented with variation in melody and harmony, but the sustaining text for everybody's pace will remain: "They that wait upon the Lord shall renew their strength, they shall mount up with wings as eagles, they shall run and not be weary, they shall walk and not faint."

If my fancy seems to have led me into the ether this morning, it is not only because of sermonic tendencies in my family, it is because coming to college was for me a spiritual experience. I first learned the meaning of prayer as I begged that a way might open for my coming. The way was providentially opened—my first experience in direct answer to prayer. The highest point of my college experience had to do with a procession—the procession of the blessed college choir. To be called forward to march and sing with the golden voiced Minnie Haynes was like a glimpse into the New Jerusalem. It never became commonplace to walk up the chapel aisle singing,

"When morning gilds the skies,
My heart awaking cries
May Jesus Christ be praised!"

for with each step there came renewed purpose into my life. A friend said to me the other day: "I have often wondered if the lives of people who sing in choirs are affected by the beautiful words of great church music." Even to be exposed to such holy sentiment, and especially to sing it, and not be affected, is not callousness but infidelity. For all that the music of Meredith has meant in my life, and especially for the college choir procession, I give public thanks today.

May I be forgiven then, at this Ruby Anniversary Commencement, for conceiving of the outgoing of Meredith as a vast procession of the entire Meredith family with their varied gifts of mind

and spirit, following Him who is the way, the truth and the life, and helping to bring in the Kingdom through the ministry of women. That Meredith prophet must have seen such a procession when he wrote in earlier days,

“In thy paths the fields shall blossom and the desert shall rejoice,
In the wilderness a living fountain spring.”

The Meredith procession reaches around the world, but there are ugly gaps in the ranks, and you and I are guilty. For Meredith's age, we shall have to wait until her centennial celebration; for her wealth, we may wait until judgment day; but for her fame, already begun, our waiting will depend solely upon the degree to which the Meredith alumnae reaffirm the faith of our founders in lining up for all they meant us to be at this Ruby Anniversary Commencement.

And processions are going somewhere. Dr. Butterick marvels that with 50,000 funerals a day we should ever be told not to think of heaven. The other-worldliness of the Meredith procession is already apparent. None of Meredith's daughters has yet died of old age, but, in spite of all the flattery of friends and the youth of our hearts, we are all journeying toward another country. Some of us have been effectively taught at Meredith within the past year that old age need not be dreaded—that it may actually be looked forward to. This depends upon our faith to believe that our Meredith procession with its garments of varying hue will be translated into that white robed multitude before the throne, of whom angels shall say: “These are they which came out of great tribulation and have washed their robes and made them white in the blood of the Lamb, therefore they are before the throne of God and serve Him day and night in His temple.” Of this company of the redeemed, may not one be missing of the Meredith procession.

Who, Where and What Among the 1940 Reunion Classes

1915.

Helen Adams (Mrs. Roy C. Tatum)—“Really, I am not doing anything so very important. I am teaching drawing (shades of Miss Ida—bless her heart!) and art and music appreciation in one of the Hickory schools. On week-ends I commute either to Fort Bragg, where my husband is stationed, or to a cabin at Edgemont, where my saddle horses are stationed.”

Ada Briggs (Mrs. Lacy Edgerton), Roanoke, Virginia—“Besides keeping house, I do some church work, am interested in things musical, play bridge, and have a weakness for taking classes in music appreciation, Bible study, interior decorating, even cooking—and forums for the discussion of varied subjects. I have no children, but enjoy those of my friends. I envy you North Carolina girls because you can see your school friends often.”

Alda Grayson—Her sister, Virginia, writes: “Alda is at Laiyang, Chantung Province, China, which is about one hundred and fifty miles from Tsingtao, an old German seaport. Since the roads are torn up she can travel only about ten miles a day. Mail is delivered by bicycle. Her town was bombed last spring, with little damage to the station—all window panes were broken. She had to stay for two days in the hall, dodging stray bullets, before the fighting moved on. She spent her vacation at Chefoo with friends. For two years she was alone at her station. During that time she did not see a white face, and wondered if she could speak English again. Now she has Miss Elizabeth Reynolds with her. The work at her station is well organized and is carried on by native Chinese. It has been so successful that she has had to enlarge the main church and several of the country churches.”

Susie S. Jordan, Brevard—“I have been teaching school in different parts of the State ever since I finished at Meredith with the exception of one year which I spent at the W. M. U. Training School at Louisville, Kentucky.”

Martha Lineberry (Mrs. Askew)—“It seems such a short time since 1915, but I suppose keeping house for two boys and teaching school for twenty or more years would make time fly for anyone. I am living at Kelford and teaching in the Roxobel-Kelford School in Bertie County.”

Mildred McIntyre (Mrs. Lee P. Stack), Hingham, Mass.—“I am living as best I can on the rock-bound shores of Massachusetts. My

husband is with John Hancock Mutual Life Insurance. We have three sons—Prather, nineteen, at Yale; Allen, seventeen, at Deerfield Academy; and Stephen, eleven, at Thayer Academy. I hope to attend our reunion."

1916.

Nell Covington (Mrs. A. L. Hardee), Florence, S. C.—"I am living in my home town, and my husband is the senior member of a law firm here. We have two children. Covington is a senior at Emory University, and Evermond is a senior in the Florence High School (both are very fine—hear their Mammy rave!). I do some church work, some club work, and have recently done lots in a Little Theater group which my son and several other college folks organized last summer. I also follow my daughter around to all the ball games and do what I can to help the high school spirit, of which she has plenty."

Vann Eddins (Mrs. J. C. Meigs), New London—"Although living in the same villa in which I grew up, life has been far from monotonous as I have five children and a husband. Sarah is in her second year of nurses' training at Presbyterian Hospital, Charlotte. Mary Elizabeth finished at Mars Hill College last spring; Gertrude and Rachel are in high school; Carl II is nine years old."

Nell Fowler (Mrs. L. B. Olive)—Her son, Harold, writes: "My mother is in Chinkiang, Ku, China, with my father now, after spending last winter and this past summer in Shanghai because of unsettled conditions in Chinkiang. There are three children in the family. I am the oldest, Emily is next and Bruce is the youngest. Mother has been back in China for almost four years now. She and the family spent the winter of 1937-38 in the Philippine Islands because of the fighting in China."

Maysie Hendron, Chadbourn—"My year's leave of absence from teaching gives me leisure for the following interesting activities: Collecting small articles, raising flowers, trying new recipes, reading (what I want), practicing on our new Hammond organ."

Mary Ruth Owen (Mrs. Sidney Jones)—"I am teaching in the New Hanover High School in Wilmington. I taught elsewhere from 1916-36; received my M.A. degree from Columbia in 1937."

Irene Parker (Mrs. E. H. Tharrington), Rocky Mount—"Except in avoirdupois I occupy a small spot in this universe. After living in Tampa, Florida, for three years, we moved back to Rocky Mount. I am trying to make 'both ends meet' without a job other than the familiar one of housewife."

Mary Pruette (Mrs. John David Carroll), Charlotte—"To tell you what I am doing would take too much space and time. But my most important duties are caring for my husband and three girls—one at Meredith for her second year, and another will be ready to enter next year—and teaching a class of thirty-five piano pupils."

Cora Sawyer (Mrs. Robert M. Scott)—"I was married during the war in 1918. For the last seven years I have been in Fredonia, New York (near the shore of Lake Erie), where my husband has been a member of the department of education in the Normal School. The years have been spent in the usual occupations of wife, mother and faculty-wife, with their social and philanthropic duties in a village of five thousand. This section is a fertile field for antique collecting. My thirteen-year-old daughter, Joanne collects old dolls and fans, and for two years I have been busy helping her collect and restore her dolls as well as helping her prepare lectures on dolls. During the winter months she is in constant demand for her exhibition and lecture on dolls by various clubs and organizations. I have just put my garden to bed for the winter, and since this is my husband's sabbatical year, we (and the dolls) hope to spend part of it in our native 'Sunny South' and pay a little visit to our alma maters—Meredith and Duke."

Martha Wall (Mrs. Frank P. Holton)—"I have lived in Lexington for the past twenty years and have a son who received his B.S. degree in Commerce from the University of North Carolina this past June. My job is looking after my family and keeping house."

1917.

Annie Craig (Mrs. Guy B. Phillips), Chapel Hill—"I was married in June, 1917, and have five children. The oldest, Guy, Junior, has graduated from the University of North Carolina, and is working for Jefferson Standard. Two sons, Charles and Craig, are attending the University. Helen is in the sixth grade and Bobby is in the third. My husband is professor of education at the University."

Teressa Dew (Mrs. S. H. Husbands), Washington, D. C.—"I am just another housewife. My husband's work—director of the Reconstruction Finance Corporation—has to supply the business interest. I try to keep the house smoothly for him, a fourteen-year-old daughter and an eleven-year-old son. That, with chauffeuring for both Girl and Cub Scouts, doing the school and church work that the career girls probably do not have time for, keeping up with friends, fills my time pretty thoroughly."

Margaret Garvey (Mrs. Howell DeBerry, Sr.)—"For eight years I have been living in Rocky Mount, where my husband is a mechanical supervisor for the A. C. L. Railroad. I have two attractive grown-up step-children and two grandchildren. A nephew whom I have reared is a high school senior here this year. My life has been full but not outstanding."

Lilian Haislip—"I am editorial assistant of the *Journal* and *Sentinel* newspapers in Winston-Salem."

Amy Heinzerling—"I live in Statesville and keep house for my mother and father. Music is still my means of self-expression. I have been organist at the First Baptist Church for seventeen years; also belong to our music club."

Rosa Hocutt (Mrs. J. C. Powell)—Her daughter, Mary Hester, who is a sophomore at Meredith, writes: "My mother is now in Saki, Nigeria, West Africa. Her time is occupied these days in substituting for at least two native teachers or missionaries in the Iyawo (Bride's) School in Saki. Illness among the missionaries and the native members of the faculty has made this position very trying. However, she writes cheerfully, hoping that the present war situation will not deter her and my father from coming home at the appointed time in 1940. If world conditions will not permit them to return home on schedule, they expect to stay in the tropics, take from three to five grains of quinine per day, and console themselves with the thought that in the last World War Nigeria was one of the most peaceful spots on the face of the earth."

Louise Holding (Mrs. D. M. Smoot), Wake Forest—"I'm enclosing the only recent snapshot I have of my son. Of course it doesn't show the blue of his eyes, the busy little brain in his head, and all the mischievous and endearing qualities of a strong little personality and they are there! My husband, baby, and I live in my old home. He commutes to Raleigh every day, while I keep busy in the post office, selling stamps to the one thousand and forty-six Wake Forest students who write to girls at Meredith."

Mary Lynch Johnson—"Mine are the short and simple annals of a spinster. I have taught at Meredith since 1918. Many of your younger sisters have been among my pupils. Then came your daughters—and soon it will be your granddaughters!"

Nancy Joyner (Mrs. W. G. Suiter)—"I am living in Weldon and, incidentally, my time is largely devoted to church and club work. My major aim is seeking to become, in a measure, a worthy partner for a most excellent doctor-husband, and a beloved mother of three fine girls, ages fourteen, sixteen, and eighteen."

Oma Norwood (Mrs. O. L. Holliday), Raleigh—"I live on a farm, work from morn till night. One of my first jobs each morning is to get my daughter started for her eight-thirty class at Meredith."

Nellie Page (Mrs. C. K. Smith), Chalybeate Springs—"As a farmer's wife I live a very quiet and simple life. I enjoy working in my local church and association. I've had the joyous privilege of going to all or part of every commencement since 1912."

1918.

Beulah Bailey (Mrs. J. M. Woolard)—"For several years I have been living in the delightful 'Queen City,' Charlotte, N. C., with my husband and thirteen-year-old son, Marion. I find myself in the usual whirl of various activities, such as church, P.-T. A., A. A. U. W., and the Meredith Alumnae chapter, of course. My chief interest outside the usual routine is helping busy teachers to solve their class day problems. For twelve years I have been writing plays and pageants of this type, which occupation has been most interesting."

Erla Ball (Mrs. B. H. Marshall), Hyattsville, Maryland—"This 1918 sister is busy mothering four and doing some substitute teaching. I am still interested in everything going on and very much, indeed, in Meredith."

Annie L. Brackett, St. Petersburg, Florida—"Teacher: one of the 'dyed-in-the-wool' variety! Subject: Senior high English and University of Florida Extension Division English. On Sundays I'm superintendent of a thriving young people's department. For recreation I spend my summers in New York doing guidance and personnel administration at Teachers' College."

Ellen D. Brewer—"I think I am very fortunate to be one of the older daughters that Mother Meredith lets stay at home to help take care of the new sisters as they arrive. This year's baby class is a healthy, bouncing child, and we are very proud of her. Do come home and meet the members of the family who are new since you left, and renew your acquaintance with those of us who can remember just as far back as you can."

May Carter (Mrs. C. E. Blackstock)—"I am assistant in the department of mathematics at Biltmore College, Asheville, N. C. I have one child, Clarence, Jr., twelve. Our home is in Weaverville, eight miles north of Asheville."

Jeannette Current—"I am still in the same work—Home Management Supervisor, Farm Security Administration—with headquarters in Winston-Salem."

Kate Matthews—"I'm still living in Raleigh, doing law secretarial work and enjoying life."

Carmen Rogers—"I am teaching at Florida State College for Women, Tallahassee, Florida. This summer I was grateful to be able to dream away the days on a Carolina mountain in smelling distance of balsam and to be inspired to think how nice it would be to journey through the State, armed with a brand new directory of alumnae addresses, saying hello to a lot of old Meredith girls. A pilgrimage for old age, perhaps."

Bessie Staunton (Mrs. Romulus F. Hall)—"I am living in Lillington, the busy wife of a Baptist minister. Aside from keeping house and assisting in various church activities, my time is filled to overflowing with planning for our three children. Ruth is a freshman in high school; Horace Douglas, a junior in high school, and Edith, a sophomore at Meredith."

1919.

Lena Bullard, Lexington—"I am working as District Home Supervisor of Farm Security Administration under the Department of Agriculture. I have twenty-six counties in the Piedmont section of North Carolina, of which Lexington is practically the center."

Ruth E. Hubbell—"I am still here in the Public Library, Washington, D. C., where I have been for several years. My work is interesting and Washington life isn't dull."

Avarie Martin (Mrs. Lloyd W. Teague)—"After eighteen years I am still married to the same man, still in Granite Falls, and still very busy rearing my five daughters and baby son."

Isabelle Poteat (Mrs. T. Arnold Turner), Jackson, Mississippi—"I am doing the same old thing—keeping house, teaching music in a kindergarten, taking night classes at Millsaps College. I'm interested in a lot of things, such as current history, gardens, antiques, and do work in an art study club and a music club."

1930.

Beulah Allen (Mrs. John H. Pope), Edenton—"I have the best looking husband and the prettiest two-year-old boy in town. Therefore, my work is to keep them happy and to train my son to succeed Dr. Campbell in years to come."

Pauline Askew (Mrs. O. J. Gaylord), Bath—"My husband and I both are teaching in the public school here. I have a section of the sixth grade and he is teaching agriculture. This is our third year."

Annie Sarah Barkwell (Mrs. J. Carroll Abbott), Elizabeth City—"I find trying to keep a husband happy is a full-time job, but I wouldn't trade it for the whole world! We are always delighted to have visitors and there's a welcome to any Meredith associate passing through Elizabeth City."

Gladys Blaylock (Mrs. H. L. Page), Morrisville—"I taught for one year after graduation, but decided to change my occupation the next year to that of home-maker. By my marriage I acquired a daughter who is now a Meredith sophomore. She and my husband, along with my five sons, keep my time pretty well filled. However, I find time to take an active part in the Woman's Club and church work."

Mamie Bumgardner (Mrs. Paul M. Baisch), Madison, Alabama—"I am a busy housewife and mother of two girls—three and six. My spare time, outside of home duties and those of a pastor's wife, is spent in reading, doing fancy work, and canning. I took two awards in the last two years at the county fair. Also, I was offered position of librarian for Eldridge Junior College this year, but refused."

Eleanor Covington—"I am teaching English in Sanford High School at Sanford."

Cora Fender (Mrs. George Britt), Washington, D. C.—"I have been married seven years; am working in the Treasury Department, and love to have Meredith girls visit me. I am finding ever-increasing joy and usefulness in Oxford Group fellowship."

Pauline Fitzgerald (Mrs. Graham Reams), Asheville—"I am teaching vocal music at the Senior High School here, doing church work, and raising a daughter for Meredith."

Mildred Fowler (Mrs. Clarence Dixon Matheny), Wake Forest—"I taught in the Rolesville school for five years; was married in 1931, and have one child, Betty Jean, born June 10, 1938."

Dorothy Gillie (Mrs. Spencer Waynick), Reidsville—"At present I am a housekeeper and mother of a son, Robert Spencer, Jr., age twenty-eight months. I was married in 1935 and have continued to live in Reidsville."

Fronie Harrell—"My aunt is a graduate nurse in West Virginia, and comes down to Wilmington only for holidays," writes her niece.

Alice Freeman Jones (Mrs. George Norman Ashley)—"In 1931 I married a minister; am living in Salemburg, and have two children, Sara Roberts, five, and Norma Satterfield, two."

Marguerite Mason (Mrs. R. B. Wilkins), Durham—"Greetings! Friends of college days! These ten years since graduation have only

increased my love of and appreciation for you and our dear Meredith. I am the wife of a doctor, the mother of one son—two and a half years old—and home manager and general housekeeper for the family. I have planned, ever since coming to Durham to live, that I would do some graduate work at Duke. 'Just too good an opportunity to miss,' I have said many times. However, I am still looking forward to that pleasure."

Lelia Nolen (Mrs. Conway Elliott), Virgilina, Virginia—"I am keeping house and trying to be a true farmer's wife. I taught school for eight years."

Blanche Obenshain (Mrs. W. R. Garland), Fishersville, Virginia—"The summer of 1938 was spent in Mexico where my husband studied at the University. Last summer was spent at the University of North Carolina where I took a playwriting course under Dr. Koch. My husband is principal of the high school here."

Margaret Peele (Mrs. D. O. Matthews), Burgaw—"I have been married eight years, and for the past six have taught the seventh grade here. I am kept busy with keeping house, teaching, and taking part in community activities."

Ruth Preslar (Mrs. Thomas S. Lawrence), Clemmons—"I am married to a Baptist minister who is pastor here. I could stay really busy with housekeeping and some church duties, but right now most of my time is taken up with the care of two sons, Marcus Sexton and John McClaren, the latter only two months old."

Jessie Raiford—"I am teaching in the high school at Kenansville. This is the fifth year that I've been here, and I am enjoying my work and having a good time."

Emily Roberson, Charlottesville, Virginia—"I came here to live the year after my graduation. For the past five years I have been secretary to the Director of the Extension Division at the University of Virginia, and I find my work very interesting and most pleasant. I love the University atmosphere, and of course we feel that our adopted city is one of the finest."

Lillian Robertson (Mrs. Eugene F. Harper), Knightdale—"I am teaching mathematics in the high school here in my home town. I am most anxious to get the November BULLETIN and hear from my classmates."

Roberta Royster (Mrs. Wm. J. Wortman), Morganton—"I am a housewife; have one child, a boy five years old. I try to be very active in church work and the Junior Woman's Club. I am president of the latter this year."

Blanche Sharpe (Mrs. L. J. Rogers), Mebane—"After graduation I taught in the Goldston public school for four years. In 1934 I married and am now following the profession of housekeeping. I have only one child, Junior, fifteen months old. I live on a farm and enjoy it in spite of the busy life that it entails."

Evelyn Sherwin (Mrs. T. Francis Beaven)—"After leaving Meredith I taught science in high school through '35. Then I married and came to Pocomoke City, Maryland, where my husband is teacher of high school science. In '37 we each secured our M.A.'s in botany from Duke University. Now all that is behind me, for my young son, Francis, Junior, sees that my would-be spare time is occupied."

Euzelia Smart—"I am a social worker; at present, at Winston-Salem, as area supervisor, Professional and Service Division of the Works Progress Administration."

Charlotte Tedder—"I am Church Secretary and Educational Director of the First Baptist Church of Lexington. I have been here now a little more than a year and enjoy my work very much."

Margaret B. Trotman, Suffolk, Virginia—"After directing amateur theatricals for two years, I came home, and for five and one-half years have been Deputy Treasurer of this city."

Lillian Turner (Mrs. P. B. Cole, Jr.), Norfolk, Virginia—"My time is completely filled with keeping house and caring for Martha Lee. She will be eight months old the twenty-seventh of November."

1935.

Dorothy Baker (Mrs. W. Harold Alford), Zebulon—"I live on the farm, raise chickens, work in my flower garden, sew and embroider among other things. Of course my two girls, Barbara, three, and Nancy, a little over a year, and my household duties keep me busy. I am happy even if I seldom have a vacant moment because I can always find something interesting to do."

Maybelle Barker (Mrs. F. W. Reams)—"I am living in Scotland Neck, where my husband is employed by the Agriculture Extension Service. Mine is that most interesting and enjoyable position—housewife."

Edith Bowden—"I am teaching the first grade at Graham and like my work fine. I live at my home in Burlington and commute."

Alice Rosy Bryan—"Eight months of the year I live in Fuquay Springs and teach the fourth grade. The other four months I spend with my family in Garner. I am convinced that teaching is the most thrilling profession to be found. My four years' experience has proved to me that the schoolroom is a very fine place to direct young boys and girls to a Christian life."

Vernie Cabaniss (Mrs. B. E. Piercy)—“I am living in Boiling Springs and teaching the social studies and coaching girls basketball in the high school. I have been here since my graduation.”

Margaret Caudle (Mrs. Wm. W. Morrison)—“After leaving Meredith, I taught in Virginia for two years, then I did social work with the Red Cross in the flood disaster for several months. In October, 1937, I was married and came to Washington, D. C. Since then I have been keeping house. We have a blond-haired, blue-eyed, one-year-old boy. My main activities outside my home are public speaking and reading. I am doing a great deal of club and church work. These and my family keep me busy—and happy!”

Louise Correll (Mrs. Alton P. Tripp), Raleigh—“My little daughter, now almost two years old, manages to keep me busy! Besides being a mother and keeping house, I have my outside interests which are mostly musical activities. I am radio chairman for the North Carolina Federation of Music Clubs.”

Garnette Eighme (Mrs. C. W. Seifert)—“I am living in Salem Depot, New Hampshire, where my husband is manager of the Coca-Cola bottling plant. I have been married four years. We have a little girl, Garnette Eighme Seifert, who was two years old in August. We are just completing a lovely new home which will be ready for occupation in November.”

Evelyn Fowler (Mrs. James Warlick)—“I live in Whiteville and am busy as a home-maker.”

Carolyn Haynes (Mrs. Robert L. Richardson)—“I was married in August and now live in Stuart, Virginia.”

Mary Lee Hilliard (Mrs. V. W. Tunstall)—“I am keeping house in Apex now. For three years after graduation I taught school at Bells in Chatham County.”

Jessie Holcomb—“I live in Asheville and am teaching the second grade in Venable School four miles from here.”

Luna Jackson—“I am teaching public school music in the John Graham School in Warrenton.”

Charlotte Gammage (Mrs. K. L. Johnson)—“I live in Raleigh and am a housekeeper.”

Meredith Johnson, General Hospital, Wilkes Barre, Pennsylvania—“I am having the time of my life up here in the mountains of Pennsylvania interning in a four hundred and five bed general hospital, where I am getting a varied but interesting experience. I enjoy my work to the *nth* degree although at times I am almost too busy to think. My association with the staff members, the other

internes, the patients, and others is also a source of pleasure to me."

Genola Koontz (Mrs. R. H. Cottrell), Florence, S. C.—"I am kept busy taking care of the baby, Anne, who is six months old, but I hope to be able to visit Meredith a little later."

Mary McLean—"I am teaching home economics in the Needham Broughton High School in Raleigh."

Mae Marshburn—"This is my second year as a teacher in Siler City High School. I have classes in biology and geography."

Laura Matthews—"Since January, 1936, I have been living in Jacksonville. From July of that year to the present I have been Superintendent of Public Welfare in Onslow County."

Mildred Moore (Mrs. John Harper Ayscue)—"For three years I was instructor in piano and theoretical music at Campbell College, Buie's Creek. At present I am living in Fuquay Springs and teaching public school music and piano."

Lois Morgan (Mrs. J. R. Overby)—"I was married in June, 1938. Since that time I have been living in Smithfield."

Virginia Norwood (Mrs. Wm. Rex Buchanan), Raleigh—"After teaching a year I decided to become one of the many housewives, and have found during my three years experience that it is much more fun and easier too, to manage one husband than forty-eight school children."

Reba Parker (Mrs. G. L. Hooks, Jr.), Selma—"For the past fifteen months I have been very happily engaged in keeping house for my husband who is cashier for the Southern Cotton Oil Company here. I find this a full-time job."

Inez Poe—"I am assistant librarian for the U. S. Department of Agriculture, Farm Security Administration, in Raleigh."

Kathryn Privett (Mrs. L. L. Sledge)—"Since October, 1936, I have been married and living in my home town, Edenton. We have one child, Elizabeth Lee, born in February, 1938."

Vera Sexton (Mrs. George P. Millar), Rocky Mount—"I am just another happy housewife, but I can't think of a finer or better position."

Mabel Shaver (Mrs. Glenn Watts)—"I live in Stony Point and am teaching English and French in the high school here."

Willene Yost (Mrs. J. S. Vincent)—Evanston, Illinois—"My husband and I have been located in the Chicago area for the past two years. I keep house in an apartment. I have met quite a few southerners here in the U.D.C. chapter to which I belong and it makes me feel at home to hear our drawl."

1936.

Alice Andrews—"I am teaching a beginning class of deaf children in the South Carolina School for the Deaf and Blind. The school is at Cedar Spring about three miles out of Spartanburg."

Dorothy Andrews (Mrs. B. H. Stevenson) Newark, New Jersey—"I have been married two years and am a busy home-maker. I shall look forward to receiving the *College BULLETIN* for November. That is the only way I have of keeping up with a number of my friends."

Sonora Bland—"This year I am working in Lumberton as Home Management Supervisor for the Farm Security Administration. I like the work very much."

Ann Bradsher (Mrs. J. A. Martin, Jr.)—"I am living in Wake Forest. My chief occupation is housekeeping. Al is instructor of psychology and philosophy in the college. We are active in the church work. I stay busy all the time, but not always purposefully so I am afraid."

Mary Ann Brewer (Mrs. John B. Regan), Saint Pauls—"I am entering my fourth year as first grade teacher in the mill school here. There's a great work needed among our mill people."

Blanche Buffaloe, Morrisville—"I am teaching the third grade in the Green Hope School of Wake County and enjoying my work here very much."

Pauline Covington—"I am still employed with the Richmond County Welfare Department in Rockingham as social case worker. I have been in this field nearly three years. During that time I have done post graduate work in the same field at the University of North Carolina. I am enjoying my work and am glad I can try to help those less fortunate than we."

Beverly Davis—"I am teaching school in Wilmington."

Dorothy Dent (Mrs. Roy H. Park), Raleigh—"Roy Hampton Park, Jr., is fifteen months old and keeps me busy! As for any work or outside duties—well, my time is taken up between the two boys."

Mabel Eakes (Mrs. R. J. Elliott), Oxford—"I have taught school three years since I graduated from Meredith. Then I married in December, 1939. We have bought a farm where we intend to make our home soon."

Mildred Eaton (Mrs. James Cathey)—"I am still teaching science in the Newill High School near Charlotte. We have just moved into our new home that we built this summer. It is on Route 4, Charlotte, on the Dixie Road."

Ida Fuller—"I am happily married, living in Elizabeth City, and am the mother of a two months old boy, William Edward, Jr."

Margaret Hines (Mrs. T. A. Early, Jr.)—"I am now secretary at WGBR, Goldsboro's new radio station. Also, I do some singing and am news commentator—very interesting work."

Margaret Knowles—"I am teaching third grade in Beaufort."

Ruth Lovelace—"I am now teaching education and physical education at Wingate Junior College. This is my second year here."

Edna Lee Pegram, Iowa City, Iowa—"I am assistant teacher in the pre-schools for the Iowa Child Welfare Research Station at the University of Iowa and am working towards a Master's degree in pre-school education."

Lucille ("Pooh") Parker—"I am teaching home economics here in Newport for the second year."

Pauline Perry, Louisville, Kentucky—"I am at the W. M. U. Training School preparing for definite Christian service. There are several other Meredith girls here and more from North Carolina than from any other state. The work is hard and the schedule overflowing, but we are enjoying every day at House Beautiful."

Elizabeth Rodwell—"I am third grade teacher in the primary department of the Littleton High School."

Virginia Rollins, New Orleans, Louisiana—"I am now on leave of absence from the Alexandria Department of Public Welfare and doing graduate work in the school of social work at Tulane University. Until September I had been employed in the Department of Public Welfare in Alexandria, Virginia, as a case worker."

Norma Rose, Meredith College—"Occasionally I emerge from my deluge of freshman themes and exercises long enough to remind the younger generation of the feats and defeats of *our* days. Often in retrospect I think of Puppet Love, Miss Emma, and other characters dear to '36'ers. In prospect I think even more often of a 1940 commencement when '36 will be back in full force to carry on the tradition of the "Sturdy Class."

Fay Memory Shields, Scotland Neck—"The profession of social case work which I'm putting into practice here in Halifax County keeps me pretty busy. However, I always manage to get in a little play, which consists of anything from roller skating up."

Margie Stallings—"I am assistant dietitian at the dear old Alma Mater and like my work fine. And of course nothing could please me more than being back at Meredith."

Ida Leane Warren—"I am again teaching mathematics at the C. H. Friend High School in South Boston, Virginia. However,

the monotony is greatly relieved by week-end trips to Duke University where I intend to complete the work for a Master's degree in Mathematics this winter."

Rachel Williams—"I am teaching math in Morven High School, Morven."

1937.

Ruth Abernethy, Raleigh—"I am still doing social work with the Wake County Welfare Department. After three months' graduate work at Carolina during the summer of '37, I was in Greensboro for a month before getting a chance to come back home and work in Raleigh."

Margaret Andrews (Mrs. Waightstill Harrison Avery), Morganton—"I was married on the seventh of July and am teaching in the North Carolina School for the Deaf here.

Eleanor Aydlette (Mrs. William Allen Martin)—"I am keeping house at 1228 Mordecai Drive, Raleigh."

Mary Alice Batson—"I am still located at Holly Springs High School, Holly Springs, teaching English and history."

Margaret Blanchard, Bladenboro—"Since graduation I have had one year of study at the Corcoran School of Art, Washington, D. C., where I studied figure and portrait drawing and painting. I am now teaching art in the public schools here. I like it very much and find children's drawing *very* amusing."

Grace Neal Cashwell—"I am teaching at West End. Last summer I began graduate work leading to a Master's degree at the University of Alabama."

Lucile Cates, Greensboro—"I am working in the office at Carter Fabrics Corporation here."

Kate Covington (Mrs. Harry Weede), Raleigh—"After two years of instructing the young in mind I have departed that course and have become a demure little home body. I have a tiny little apartment and am fast becoming a cook of sorts."

Isla Mae Coward—"I am at my same job—that of social worker with the Caswell County Welfare Department located in Yanceyville."

Ruth Daugherty, Sioux Falls, South Dakota—"I am teaching the eighth grade in the South Dakota School for the Deaf. I am enjoying my work very much and am having a delightful time out here in the west."

Pauline Davis—"Here I am in Winston-Salem again and am delighted to say that I have my same job back at Summit School, a private school here, as director of physical education."

Edna Frances Dawkins, Meredith College—"This is my third year of seeing life at Meredith through the eyes of an alumna, rather than a student. I find that Stunts, the Crook, and the sound of "Dese bones goin' to rise again" thrill me just as much as they ever did! And I enjoy my work as secretary to the dean of women."

Celia Ellis (Mrs. Wm. R. Burch)—"I am married, live in Greensboro, and do not teach."

Helen Hilliard—"I am teaching art in a private school—Summit School—in Winston-Salem."

Elizabeth Johnson (Mrs. Thomas J. Lassiter, Jr.)—"I am teaching home economics in the Smithfield High School."

Margaret Kramer, Meredith College—"I expect to get an M.S. in chemistry in June from N. C. State. At present I am teaching at Meredith and studying at State."

Rose Lee—"This is my second year of teaching history here in Marietta, Georgia. I have thirty-six boys and girls and they are loves."

Corine Manly (Mrs. Edwin S. Ballou)—"I am still connected with the Forsyth County Welfare Department with headquarters at Winston-Salem."

Ruby S. Pearson—"I am assistant home demonstration agent of Johnston County, having charge of girls' 4-H Club work. My office is in Smithfield."

Dorothy Shipman (Mrs. Walter Henry Pierce)—"I am still living in Raleigh and busily engaged in rearing my four-months-old son, Walter Henry, Jr. I find it very interesting."

Florence Pittman, Sanatorium, Miss.—"This year I am in Mississippi where I am assistant dietitian at the State Tubercular Hospital. I have been here only a short time but I like it very much."

Ada Lee Rivers—"I am teaching the third grade in the Davis Townsend School, a few miles out from Lexington."

Susan Rudisill—"Teaching fifth grade in Goldsboro is fine, but my best job is keeping house with Ruby. We have a grand time trying to cook. Come to see us! Perhaps we can prove that we don't eat out of cans exclusively!"

Mary Florence Sawyer, Burgaw—"I am enjoying my work here as Home Management Supervisor of Pender County."

Zita Sawyer, Belcross—"I am at home working for my father."

1938.

Betsy Adams, Chapel Hill—"I am working as secretary in the office of Dean of Administration of the University of North Carolina."

Mary Lib Bell—"I still teach the second grade, in Aurora, and am enjoying it very much. I have a group of Girl Scouts and we meet once a week."

Edith Tyner Baucom (Mrs. H. F. Peacock, Jr.), Berkeley, California—"Though I am over three thousand miles from Meredith, I often think of her. I am keeping house and enjoying this beautiful California, but hope to visit North Carolina and Meredith soon."

Emily Bethune—"This is my second year as supervisor of public school music in the city schools of Washington, N. C., and it really is great work."

Evelyn Britt, Sanford—"I am enjoying my second year of teaching piano here."

Maebelle Burkett (Mrs. Joseph Lister Outlaw), Powell's Point—"I am teaching for the second year. I have two grades, fifth and sixth. Also I teach public school music in the first six grades and am librarian for these grades. Powell's Point, you know, is in the 'west most' end of Currituck County where 'hoigh toide' is sometimes 'foive feet up a poine tree on the soind soide!' In other words the water rises. I have some jolly experiences with the children here. It's a grand 'loife' and I 'loike' it just 'foine.'"

Margaret Love Clarke, Atlanta, Georgia—"I am at Piedmont Hospital Laboratories taking a technician's course. I will finish the first of July. My work is most interesting and I do enjoy it. We take some courses at Emory University Medical School also."

Mildred Davis—"I am teaching English and history in the Oak Hill Academy, Kindrick, Virginia. This is a high school supported by the State Mission Board of Virginia. I am enjoying my work very much and am finding a real opportunity for service."

Irene Dixon—"I am again teaching in the Plymouth High School. I have the high school mathematics and also coach sports for girls. I am enjoying my work even more than I did last year. I have the junior class for home-room group and our biggest aim as a class is to present the very best junior-senior reception next spring"

Betty Elliott—"After a glorious summer spent as counsellor at a camp here in Michigan, I am now doing secretarial work for an insurance agency here in Detroit. The work is not too difficult and most interesting and I feel that I am going to like it even better

as time goes on. Last year was spent at business college here in the city."

Dorothy Foster (Mrs. Lee Johnson)—"I was married in the summer and am now living in Mount Gilead."

Mirvine Garrett, Huntington, West Virginia—"I am having a big time starting out on my career. Last year I got my Master's degree at Prince School in Boston, and now I'm just another working girl here—a town of about 85,000 population. I am personnel director of the largest and oldest department store here—the Anderson Newcomb Company—and I really do love my work. It includes everything from supervising the medicine chest and editing the store paper to interviewing applicants and training both new and old employees—and never a day passes that something new doesn't come up."

Frances Garriss—"I am teaching again in Snow Hill this year."

Ella Sue Gravitte, Belwood—"I am teaching home economics at Belwood High School, the same place at which I taught last year."

Margaret Grayson—"I am teaching home economics in the Washington High School."

Madeline Hall, Chapel Hill—"This is my second year in the Social Work School of the University of North Carolina. I shall probably complete my work for a Master's degree by the end of the summer, 1940."

Adelaide Harris—"I am teaching the sixth grade in Tabor City this year."

Irene Herring—"I am teaching public school music at the Rosewood School, Goldsboro, this year."

Nonie Herring, Kinston—"I am staying at home this year and taking a business course up at the Grainger High School."

Margaret Lanier—"I am now teaching the sixth grade in the Sadler Graded School near Reidsville."

Jean Lightfoot—"I am here in Clarkton, along with three other '38 graduates, teaching English and French."

Elsie Miller—"I am living at home in Winston-Salem and doing stenographic work."

Elizabeth Nanney—"I am teaching in Albemarle."

Ernestine Neighbors (Mrs. T. Lester Jones)—"I am teaching in the Woodville School in Lewiston."

Betty Parker—"I am teaching public school music for the second year at Millers Creek School, North Wilkesboro. I have the music in the grades, the high school glee club and the school band."

Carolyn Parker (Mrs. Roy Liles), Savannah, Georgia—"At present most of my time is spent in getting my daughter, Betty Lynn, ready for Meredith. In what you might call my leisure time I do church work, help a little in Girl Scouting, work a little in dramatics, try to keep up with my reading, enjoy my friends, and love one thousand boy scouts!"

Lillian Poe—"I am teaching French and history in the Speed High School at Speed."

Anne Poteat, Chester, Pennsylvania—"I am finishing work on my M.A. in English at the University of Pennsylvania, and am waiting on tables for pin money."

Evelyn Rose—"I am teaching mathematics in the high school at Burgaw."

June Fay Sewell, Clayton—"I am teaching at Archer Lodge High School for the second year. I teach English and history. During the summers, I work with Mr. L. L. Morgan in Sunday School field work for the Baptist State Convention."

Margaret Shepherd—"I finished my course in laboratory technology at the Medical College of Virginia in Richmond in August; and since September I have been employed as a laboratory technician at the Roanoke Rapids Hospital, Roanoke Rapids. It is only about five miles from my home in Weldon, so I go home quite often. I like my work very much."

Lakie Stephens—"I am teaching school at Old Dock."

Mattie Stinson, Staley—"I am teaching English and French here for the second year. I think teaching is a wonderful profession."

Margaret Strickland—"I am teaching in the E. M. Holt High School in Burlington."

Kate Mills Suiter, Scotland Neck—"At last I have joined the ranks of the many Meredith girls who have become school teachers. I teach in a small one-room school about four miles from home. I am the only teacher, principal, superintendent, and even janitor. I live at home and commute every day."

Emily Mae Thompson, Four Oaks—"I am teaching home economics here in the high school."

Charlotte Wester, Reidsville—"I am enjoying very much my job as librarian at Reidsville High School. I like the work, the school, the town, and the people."

Mary Clayton Wyche, Chadbourn—"I am teaching here in the high school. I plan to go back to the University of North Carolina next summer to finish my thesis for my M.A. degree."

Jane Hall Yelverton, Clarkton—"I am just another school teacher trying to do a bit more than teach English to a swell group of young people."



1. FRANCES MOORE—Isabel McKenzie Moore, '15. 2. SUZANNE CARROLL, NANCY CARROLL, DORIS CARROLL—Mary Pruette Carroll, '16. 3. MARY SUSAN HOLLIDAY—Oma Norwood Holliday, '17. 4. EDITH HALL, HORACE DOUGLASS HALL, RUTH HALL—Bessie Stanton Hall, '18. 5. ANNE VIRGINIA COTTRELL—Genola Koontz Cottrell, '35. 6. DAVID MADISON SMOOT—Louise Holding Smoot, '17. 7. GARNETT EIGHME SEIFERT—Garnett Eighme Seifert, '35. 8. TOMMY OLIVER—Laviece Chambliss Oliver, '15. 9. ROBERT MASON WILKINS—Marguerite Mason Wilkins, '30. 10. BARBARA ALFORD, NANCY ALFORD—Dorothy Baker Alford, '35.



1. ROBERT LEE MORRISON—Margaret Caudle Morrison, '35. 2. MARY GWIN OLIVER—Laviece Chambliss Oliver, '15. 3. BOB WAYNICK—Dorothy Gillie Waynick, '30. 4. HAROLD DOUGLAS HOLDER—Mary Winston Greene Holder, '38. 5. PRATHER STACK, STEPHEN STACK, ALLEN STACK—Mildred McIntyre Stack, '15. 6. CAROL ELIZABETH BAISCH—Mamie Bumgardner Baisch, '30. 7. ELIZABETH LEE SLEDGE—Kathryn Privott Sledge, '35. 8. MARY WINN MOORE—Isabel McKenzie Moore, '15. 9. JOANNE SCOTT—Cora Sawyer Scott, '16. 10. BETTY JEAN MATHENY—Mildred Fowler Matheny, '30. 11. GEORGE FRANCIS BEAVEN, JR.—Evelyn Sherwin Beaven, '30.



1. ROY HAMPTON PARK, JR.—Dorothy Dent Park, '36. 2. CAROLYN ELIZABETH LILES—Carolyn Parker Liles, '38. 3. BILLY WORTMAN—Roberta Royster Wortman, '30. 4. JOANNE LOUISE TRIPP—Louise Correll Tripp, '35. 5. LINWOOD JOSIAH ROGERS, JR.—Blanche Sharpe Rogers, '30. 6. MARCUS SEXTON LAWRENCE—Ruth Preslar Lawrence, '30. 7. PAULA DORIS BAISCH—Mamie Bumgardner Baisch, '30. 8. LAVIECE OLIVER—Laviece Chambliss Oliver, '15. 9. PAULINE ELAINE REAMS—Pauline Fitzgerald Reams, '30. 10. ARNOLD TURNER, JR., MELISSA MCNEILL TURNER, EDWIN POTEAT TURNER—Isabelle Poteat Turner, '19.





LIVING AND LEARNING

at

Meredith College



The reading and study reading room of the library that occupies the second floor of Johnston Hall



A student's room in Strong Field Hall

Life, Dining in the College Parlor

The outdoor summer porch for work, play and leisure hours



Hours of laboratory work



Leisure: one of the all year sports at Meredith

Preparing a meal in the home-science department



Music — an important activity at Meredith

LABORATORY



Are students at work



Scene from "Little Women"

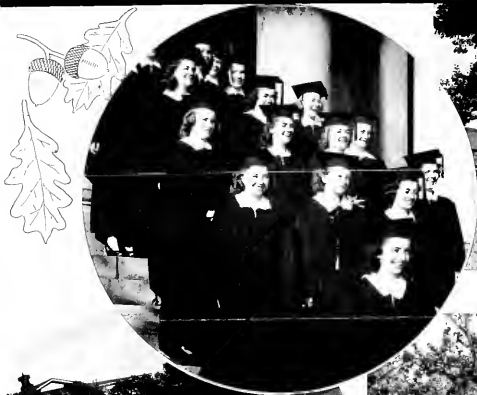


LIVING as she learns, the Meredith student balances her life and adapts herself mentally, physically, socially, and spiritually to the standard which Meredith through her traditions has set. Academic life is centered in a well-ordered liberal arts curriculum and directed by a stimulating faculty. Physical development is fostered by a wide and varied program of physical education and voluntary athletics. Social grace is developed through intimate contacts with fellow-students and members of the faculty, and through social functions sponsored by students and college friends. Finally, a fine sense of values and a sincere appreciation of the beautiful and the good are the ideals which the college seeks to instill through the cultural opportunities offered and through the atmosphere of Christian living which pervades the campus. Meredith appeals to the student who wishes not only to enjoy the thrilling experience of a full life in college, but also prepare herself for a life of service after graduation.

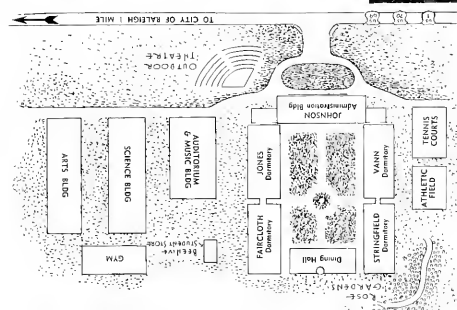
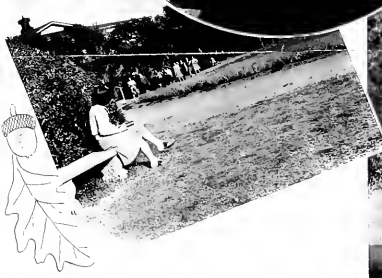
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CARLYLE CAMPBELL, President
Raleigh, North Carolina



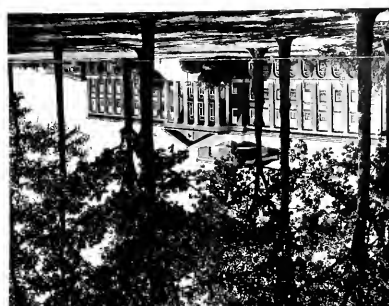


Three miles from the center of Raleigh, Meredith College enjoys the advantages of the city and the natural beauty and calm of a spacious, one hundred eighty two acre campus. Its service to the city makes the college an integral part of the city life, while a beautiful grove and ample space for athletic fields and expansion make the campus a unit of an exciting life. A conveniently planned physical plant adds joy and comfort to college life. Four modern fire-proof dormitories, with both connections for every room, provide comfortable living accommodations for four hundred students. Adequate libraries, classes, and laboratory facilities help to make work more pleasant and profitable.



Meredith College is recognized as a standard four-year college for women, accredited by the Southern Association of Colleges and Secondary Schools in 1921, the American Association of University Women in 1925, and the Association of American Colleges in 1928. A college in the north with a tradition of more than a century and a great reputation for its quality of education, Meredith College has sought through its past and its influence to achieve the ideal of a liberal education for women and with thorough instruction in culture made possible the development of the college in Raleigh, the capital of North Carolina, and a great center of the state.

Facts about Meredith



Meredith College

RALEIGH, NORTH CAROLINA

BULLETIN

SERIES 33

MARCH, 1940

No. 3

MEREDITH COLLEGE

QUARTERLY BULLETIN



CATALOGUE
1939-1940

ANNOUNCEMENTS
1940-1941



RALEIGH, NORTH CAROLINA

Published by
MEREDITH COLLEGE
at Raleigh, N. C.

November, January, March, May

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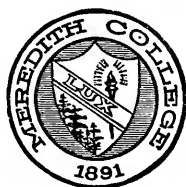
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QUARTERLY BULLETIN



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1940 - 1941



RALEIGH, NORTH CAROLINA

1940

JANUARY	APRIL	JULY	OCTOBER
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1941

JANUARY	APRIL	JULY	OCTOBER
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FEBRUARY	MAY	AUGUST	NOVEMBER
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MARCH	JUNE	SEPTEMBER	DECEMBER
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COLLEGE CALENDAR

First Semester

1940

Sept.	10-12	Tues.-Thurs.	Assembly, 9:00 a.m. Registration and orientation program for all new students.
Sept.	11	Wednesday	Examinations to remove condition grades for the preceding year.
Sept.	12	Thursday	Assembly for all students, 9:00 a.m. Registration for returning students.
Sept.	12	Thursday	Formal opening, 8:00 p.m.
Sept.	13	Friday	Classes begin, 8:30 a.m.
Nov.	9	Saturday	Mid-semester reports.
Nov.	28	Thursday	Thanksgiving holiday.
Dec.	7	Saturday	Examinations to remove condition grades for the preceding semester, 2:00 p.m.
Dec.	18	Wednesday	Christmas vacation begins, 1:00 p.m.

1941

Jan.	2	Thursday	Christmas vacation ends, 1:45 p.m.
Jan.	18-24	Sat.-Fri.	First semester examinations.

Second Semester

Jan.	27	Monday	Assembly, 9:00 a.m. Registration for all students.
Jan.	28	Tuesday	Classes begin, 8:30 a.m.
Feb.	7	Friday	Founders' Day.
Feb.	10-15	Mon.-Sat.	Religious Emphasis Week.
March	22	Saturday	Mid-semester reports.
March	29	Saturday	Spring vacation begins, 1:00 p.m.
April	7	Monday	Spring vacation ends, 1:45 p.m.
May	3	Saturday	Examinations to remove condition grades for the preceding semester, 2:00 p.m.
May	12-17	Mon.-Sat.	Advanced registration for the first semester, 1941-1942.
May	24-30	Sat.-Fri.	Second semester examinations.
May	30-June 2	Fri.-Mon.	Commencement exercises.

Summer Session, 1940

(With Wake Forest and Mars Hill Colleges)

June	5-Aug.	3	Central Division, at Wake Forest.
June	10-Aug.	9	Western Division, at Mars Hill.

ORGANIZATION

Board of Trustees

JOSEPH RUFUS HUNTER, <i>President</i>	Raleigh
COMMODORE THOMAS COUNCIL, <i>Vice-President</i>	Durham
JOSEPH DOZIER BOUSHALL, <i>Secretary</i>	Raleigh
SIMMS & SIMMS, <i>Attorneys</i>	Raleigh
FULLER B. HAMRICK, <i>Treasurer</i>	Raleigh

TERMS EXPIRE 1940

ZEBULON MARVIN CAVENESS.....	Raleigh
COMMODORE THOMAS COUNCIL.....	Durham
FOY JOHNSON FARMER.....	Raleigh
ANNA KITCHIN JOSEY.....	Scotland Neck
JAMES YADKIN JOYNER.....	La Grange
LEROY MARTIN	Raleigh

TERMS EXPIRE 1941

EVERETT JOHNSON BRITT.....	Lumberton
HENRY EDWARDS	Shelby
WILLIAM OSCAR RIDDICK.....	Azalea
ROBERT HENRY RIGGSBEE.....	Durham
ROBERT NIRWANA SIMMS.....	Raleigh
WILLIAM ATHA THOMAS.....	Statesville

TERMS EXPIRE 1942

JAMES EDGAR BROYHILL.....	Lenoir
MARGARET SHIELDS EVERETT.....	Greenville
FORREST CHALMERS FEEZOR.....	Raleigh
JOSEPH RUFUS HUNTER	Raleigh
MABEL CLAIRE HOGGARD MADDREY.....	Scotland Neck
BETH CARROLL TAYLOR.....	Charlotte

TERMS EXPIRE 1943

THOMAS ARRINGTON AVERA.....	Rocky Mount
JOHN THOMAS JOHNSON BATTLE.....	Greensboro
MAUDE DAVIS BUNN.....	Raleigh
OSCAR CREECH.....	Ahoskie
VET MOLETTE DORSETT.....	Siler City
WALTER HERBERT WEATHERSPOON.....	Raleigh
EPH WHISENHUNT	Elkin

MEREDITH COLLEGE

EXECUTIVE COMMITTEE

ROBERT NIRWANA SIMMS, *Chairman*
MAUDE DAVIS BUNN
ZEBULON MARVIN CAVENESS
FOY JOHNSON FARMER, *Secretary*
FOREST CHALMERS FEEZOR
JOSEPH RUFUS HUNTER
WALTER HERBERT WEATHERSPOON

FINANCIAL AND AUDITING COMMITTEE

JOSEPH RUFUS HUNTER
WALTER HERBERT WEATHERSPOON

BUILDINGS AND GROUNDS COMMITTEE

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Officers of Administration

CARLYLE CAMPBELL, A.B., A.M., LL.D.

Wake Forest College, A.B., A.M.; Graduate Student, Columbia University;
University of South Carolina, LL.D.

PRESIDENT

J. GREGORY BOOMHOUR, A.B., A.M.

Colgate University, A.B.; University of Chicago, A.M.

DEAN

ANNA MAY BAKER, A.B., A.M.

Randolph-Macon Woman's College, A.B.; Johns Hopkins University, A.M.;
Graduate Student, University of Chicago and Johns Hopkins University

DEAN OF WOMEN

VERA TART MARSH

Wesleyan College; Student, University of Georgia Summer School

ASSISTANT DEAN OF WOMEN

ETHEL EVANGELINE ENGLISH, B.S., A.M.

Meredith College, B.S.; University of North Carolina, A.M.; Graduate Student,
University of California

ADVISER OF FRESHMEN

FULLER BROUGHTON HAMRICK, A.B.

Wake Forest College, A.B.; Student, University of Tennessee

BURSAR AND TREASURER

MARGARET FORGEUS, A.B.

Bucknell University, A.B.; Drexel Institute Library School

LIBRARIAN

ADA MARGARET PFOHL, A.B., B.S.

Salem College, A.B.; Simmons College, B.S.

ASSISTANT LIBRARIAN

BESSIE EVANS LANE, A.B., M.D.

Meredith College, A.B.; Woman's Medical College of Pennsylvania, M.D.

COLLEGE PHYSICIAN

MAE FRANCES GRIMMER

Meredith College, Diploma in Music

SECRETARY OF THE ALUMNAE ASSOCIATION

FRANCES LUCILE JOHNSON, Mus.B.

Meredith College, Mus.B.

REGISTRAR

MEREDITH COLLEGE

MILDRED BACHMAN KICHLINE, A.B.

Peace Junior College; Meredith College, A.B.; W.M.U. Training School
RELIGIOUS SECRETARY

LOIS TOMLINSON BYRD, A.B.

University of North Carolina, A.B. in Journalism
DIRECTOR OF THE NEWS BUREAU

LATTIE RHODES

Coker College

SECRETARY TO THE PRESIDENT

NELL BARKER, A.B.

Meredith College, A.B.

SECRETARY TO THE BURSAR AND TREASURER

EDNA FRANCES DAWKINS, A.B.

Meredith College, A.B.

SECRETARY TO THE DEAN OF WOMEN

MARIAN TERRELL BALL, A.B.

Woman's College of Furman University, A.B.; Diploma in Dietetics and
Institutional Administration, New York City Department of Hospital
DIETITIAN

ANNIE LEE WHITE

HOUSE DIRECTOR

NORA KELLY, R.N.

South Mississippi Infirmary
NURSE

MYRTLE JULIAN BARNETTE, A.A, R.N.

Mars Hill College, A.A.; North Carolina Baptist Hospital
ASSISTANT NURSE

MARGIE STALLINGS EAST, A.B.

Meredith College, A.B.

DINING ROOM HOSTESS

Faculty

CHAS. EDWARD BREWER, A.M., PH.D., LL.D.

Wake Forest College, A.M.; Graduate Student, Johns Hopkins University;
Cornell University, Ph.D.; Baylor University, Wake Forest College, LL.D.

PRESIDENT EMERITUS AND ACTING PROFESSOR OF CHEMISTRY

IDA ISABELLA POTEAT

New York School of Fine and Applied Arts; Cooper Union Art School, New York;
School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London

PROFESSOR OF ART

LEMUEL ELMER McMILLAN FREEMAN, A.B., A.M., B.D., TH.D.

Furman University, A.B.; Harvard University, A.M.; Newton Theological Institution, B.D.;
Southern Baptist Theological Seminary, Th.D.; Student, University of Chicago

PROFESSOR OF RELIGION

CATHERINE ALLEN, A.B., A.M.

Oberlin College, A.B., A.M.; Graduate Student, University of Chicago,
Harvard University, University of Berlin, The Sorbonne

PROFESSOR OF MODERN LANGUAGES

J. GREGORY BOOMHOUR, A.B., A.M.

Colgate University, A.B.; University of Chicago, A.M.

PROFESSOR OF PHYSICS

ERNEST F. CANADAY, A.B., A.M.

William Jewell College, A.B.; University of Missouri, A.M.; Graduate Student,
Duke University

PROFESSOR OF MATHEMATICS

SAMUEL GAYLE RILEY, A.B., A.M.

Princeton University, A.B., A.M.

PROFESSOR OF HISTORY

JULIA HAMLET HARRIS, PH.B., A.M., PH.D.

University of North Carolina, Ph.B.; Cornell University, A.M.; Yale University, Ph.D.

PROFESSOR OF ENGLISH

LENA AMELIA BARBER, B.S., A.B., M.S.

Adrian College, B.S.; University of Michigan, A.B., M.S.; Fellow in Botany
in Graduate School, University of Missouri

PROFESSOR OF BIOLOGY

ELLEN DOZIER BREWER, A.B., B.S., A.M.

Meredith College, A.B.; Columbia University, B.S., A.M.

PROFESSOR OF HOME ECONOMICS

HELEN PRICE, A.B., PH.D.

Swarthmore College, A.B.; University of Pennsylvania, Ph.D.

PROFESSOR OF ANCIENT LANGUAGES

¹ Deceased, February 1, 1940.

MEREDITH COLLEGE

BUNYAN YATES TYNER, A.B., A.M.

Wake Forest College, A.B.; Columbia University, A.M.; Graduate Student,
Teachers College, George Peabody College for Teachers
PROFESSOR OF EDUCATION

BESSIE EVANS LANE, A.B., M.D.

Meredith College, A.B.; Woman's Medical College of Pennsylvania, M.D.
PROFESSOR OF PHYSIOLOGY; COLLEGE PHYSICIAN

EDGAR HERBERT HENDERSON, A.B., A.M., PH.D.

Furman University, A.B., A.M.; Harvard University, Ph.D.; Graduate Fellow
in Philosophy, Cornell University
PROFESSOR OF PHILOSOPHY AND PSYCHOLOGY

HARRY E. COOPER, A.B., Mus.B., Mus.D., F.A.G.O.

Ottawa University, A.B.; Horner Institute of Fine Arts, Mus.B.; Bush Conservatory,
Mus.D.; American Guild of Organists, F.A.G.O.; Guy Weitz, London
PROFESSOR OF MUSIC

¹MARY YARBROUGH, A.B., M.S.

Meredith College, A.B.; North Carolina State College, M.S.; Graduate Student,
Columbia University, Duke University
PROFESSOR OF CHEMISTRY

MARY LYNCH JOHNSON, A.B., A.M., PH.D.

Meredith College, A.B.; Columbia University, A.M.; Cornell University, Ph.D.
ASSOCIATE PROFESSOR OF ENGLISH

MAY CRAWFORD

Graduate, Brownell Hall, Omaha, Nebraska; Student, University of Nebraska School of
Music; four years in Paris; Harold Bauer; Juilliard School of Music,
New York, Summer 1934-1935
ASSOCIATE PROFESSOR OF PIANO

MARY LOUISE PORTER, Ph.B., A.M., Ph.D.

University of Chicago, Ph.B.; Cornell University, A.M., Ph.D.; Student, Harvard
University; Oxford, England; Alliance Française, Paris
ASSOCIATE PROFESSOR OF MODERN LANGUAGES

MARY PAUL TILLERY

Meredith College, Diploma in Art; Graduate Student, Pennsylvania Academy of Fine Arts;
New York School of Fine and Applied Arts, Paris; The Breckenridge
School of Painting, Syracuse University
ASSOCIATE PROFESSOR OF ART

ISAAC MORTON MERCER, A.M., Th.M., D.D.

University of Richmond, A.M.; Southern Baptist Theological Seminary, Th.M.;
Student, University of Leipzig; University of Richmond, D.D.
ASSOCIATE PROFESSOR OF RELIGION

ETHEL M. ROWLAND

Diploma, Boston Normal School; Leverett B. Merrill of Boston, Herbert W. Greene,
New York; Harmony with Osborne McConathay; Harvard Summer School
ASSOCIATE PROFESSOR OF VOICE

¹ Absent on leave, 1939-1940.

JENNIE M. HANYEN, B.S., A.M.

Columbia University, B.S., A.M.

ASSOCIATE PROFESSOR OF HOME ECONOMICS

LILLIAN PARKER WALLACE, A.B., M.S.

University of Denver, A.B.; North Carolina State College, M.S.; Graduate Student, University of North Carolina and Duke University

ASSISTANT PROFESSOR OF HISTORY

MARY JAMES SPRUILL, A.B., A.M.

University of North Carolina, A.B., A.M.; Graduate Student, Columbia University, University of North Carolina and University of Maine

ASSISTANT PROFESSOR OF ENGLISH

¹ALICE BARNWELL KEITH, B.S., M.S.

Columbia University, B.S.; University of Tennessee, M.S.; Graduate Student, Columbia University and University of North Carolina

ASSISTANT PROFESSOR OF HISTORY

ETHEL EVANGELINE ENGLISH, B.S., A.M.

Meredith College, B.S.; University of North Carolina, A.M.; Graduate Student, University of California

ASSISTANT PROFESSOR OF EDUCATION AND GEOGRAPHY

AILEEN McMILLAN, Mus.B.

Converse College, Mus.B.; Graduate work, Arthur Foote, John Carver Alden, Boston; Isadore Phillipp, Fontainebleau, France

ASSISTANT PROFESSOR OF PIANO

¹EDGAR H. ALDEN, Mus.B.

Oberlin Conservatory of Music, Mus.B.; Reber Johnson; Theory with Arthur E. Heacox; Chautauqua, N. Y., summers 1934, 1935

ASSISTANT PROFESSOR OF VIOLIN AND THEORY

¹KATHERINE M. EIDE, Mus.B.

Oberlin Conservatory of Music, Mus. B.

ASSISTANT PROFESSOR OF 'CELLO AND THEORY

MAUDE CLAY LITTLE, A.B., A.M.

University of Alabama, A.B.; University of Alabama, A.M.; Graduate Student, University of Virginia

ASSISTANT PROFESSOR OF SOCIOLOGY AND ECONOMICS

MARGARET MOORE COOPER, A.B., M.S., Ph.D.

State University of Iowa, A.B., M.S., Ph.D.

ASSISTANT PROFESSOR OF CHEMISTRY

SALLIE B. MARKS, A.B., A.M.

Southwestern College, A.B.; Columbia University, A.M.; Graduate Student, University of Chicago, University of North Carolina, Duke University, George Washington University

ASSISTANT PROFESSOR OF EDUCATION AND PSYCHOLOGY

¹ Absent on leave, 1939-1940.

REMBERT WALLACE PATRICK, A.B., A.M.

Guilford College, A.B.; University of North Carolina, A.M.

ACTING ASSISTANT PROFESSOR OF HISTORY

GERTRUDE ROYSTER SORRELL

Graduate of St. Mary's School; North Carolina College for Women; Special Student in Physical Training at Trinity College, Columbia and Yale

INSTRUCTOR IN PHYSICAL EDUCATION

DORIS KATHERINE TILLERY, A.B., A.M.

Meredith College, A.B.; Duke University, A.M.

INSTRUCTOR IN MATHEMATICS

ELIZABETH GREGORY BOOMHOUR, A.B., A.M.

Meredith College, A.B.; Cornell University, A.M.; Graduate Student, Duke University

INSTRUCTOR IN BIOLOGY

LOUISE LANHAM, A.B., A.M., Ph.D.

Randolph-Macon Woman's College, A.B.; University of North Carolina, A.M., Ph.D.

INSTRUCTOR IN ENGLISH

NORMA VIRGINIA ROSE, A.B., A.M.

Meredith College, A.B.; University of North Carolina, A.M.

INSTRUCTOR IN ENGLISH AND LATIN

FRANCES M. BAILEY, O.B., A.B., A.M.

Northwestern College of Speech Arts, O.B.; Intermountain Union College, A.B.; Iowa State University, A.M.; Further graduate study, Iowa State University

INSTRUCTOR IN SPEECH ARTS

RUTH COUCH ALLEN, B.S., A.B., A.M.

Meredith College, B.S.; Meredith College, A.B.; Duke University, A.M.; Graduate Student, Weimar-Jena Summer College, Weimar, Germany; Duke University

INSTRUCTOR IN MODERN LANGUAGES

MARGARET KRAMER, A.B.

Meredith College, A.B.; Graduate student, North Carolina State College

INSTRUCTOR IN BIOLOGY AND CHEMISTRY

ELIZABETH LEE, Mus.B.

Klindworth Conservatory of Music, Mus.B.; Student, New England Conservatory; Columbia University; Juilliard School of Music; Edwin Hughes and Ladislav Helfenbein

INSTRUCTOR IN PIANO

BETTY BARNARD ADKERSON, B.S.

Woman's College of The University of North Carolina, B.S.; Graduate Student, Columbia University

INSTRUCTOR IN PHYSICAL EDUCATION

CATHARINE MASON MOSELEY, A.B.

Meredith College, Diploma in Art; Meredith College, A.B.; Graduate Student, New York School of Interior Decoration; Syracuse University; Art Students League, New York

INSTRUCTOR IN ART

ELLA McRAE STAGG, AB., A.M.

College of William and Mary, A.B.; Sorbonne, Diplome; University of Pennsylvania, A.M.
INSTRUCTOR IN FRENCH

MYRA ALLENE WILLIAMS, A.B., A.M.

Winthrop College, A.B.; University of South Carolina, A.M.; Furman University Biological
Camp; Marine Biological Laboratory, Woods Hole, Mass.; George Peabody
College for Teachers; Duke University
INSTRUCTOR IN BIOLOGY

CATHERINE C. CARL, Mus.B., A.M.

Oberlin Conservatory, Mus.B.; Indiana University, A.M.; Graduate Student,
University of Michigan

ACTING INSTRUCTOR IN ORGAN AND THEORY

HELEN THRASHER SHARP, B.S., M.S.M.

Northeast Missouri State Teachers College, B.S.; Student, College of the Pacific, Fresno
State Teachers College, American Conservatory of Music; Voice with Dudley
Buck; Southwestern Baptist Theological Seminary, M.S.M.

ACTING INSTRUCTOR IN PUBLIC SCHOOL MUSIC AND VOICE

JEAN MARIE STEWART, Mus.B., M.M.

DePauw University, Mus.B.; Eastman School of Music, University of Rochester, M.M.
ACTING INSTRUCTOR IN VIOLIN AND THEORY

FACULTY COMMITTEES

Absences—MRS. MARSH, MISS BAKER, MISS ENGLISH.

Advanced Standing—DEAN BOOMHOUR, MISS MARY LYNCH JOHNSON, MISS BARBER, MR. CANADAY.

Appointments—MR. TYNER, MR. COOPER.

Athletics—MISS ADKERSON, MRS. SORRELL, MISS YARBROUGH, MISS DORIS TILLERY.

Bulletins—DEAN BOOMHOUR, MISS HARRIS, MR. CANADAY, MISS PORTER, MISS MARY LYNCH JOHNSON, MRS. WALLACE, MISS LANHAM, MR. HENDERSON.

Classification—DEAN BOOMHOUR, and the heads of departments.

Concerts—MR. COOPER, MISS CRAWFORD, MR. ALDEN.

Curriculum—DEAN BOOMHOUR, MR. FREEMAN, MISS ENGLISH, MR. TYNER, MISS BREWER, MISS HARRIS, MR. CANADAY, MISS PRICE, MISS ALLEN, MR. HENDERSON, MR. RILEY, MR. COOPER, MISS MARY LYNCH JOHNSON, MRS. WALLACE, MISS YARBROUGH.

Freshman Orientation—MISS ENGLISH, MISS MARY LYNCH JOHNSON, MRS. WALLACE, MISS BAKER.

Lectures—MR. RILEY, MISS HARRIS, MISS PORTER.

Library—MR. FREEMAN, MISS ALLEN, MISS BREWER, MISS HARRIS, MISS MARY TILLERY.

Petitions—DEAN BOOMHOUR, MR. FREEMAN, MISS PRICE, MISS KEITH, MR. RILEY.

Student Government—MISS BAKER, DEAN BOOMHOUR, MISS ENGLISH.

Officers of the Alumnae Association

President—MRS. WINGATE M. JOHNSON, Winston-Salem.

Vice-President—MRS. S. A. DUNN, JR., Enfield.

Vice-President, Asheville Division—MRS. WM. J. WORTMAN, Morganton.

Vice-President, Charlotte Division—MRS. BONNER KNOX, Statesville.

Vice-President, Elizabeth City Division—VIRGINIA BRANCH, Enfield.

Vice-President, Greensboro Division—MRS. J. A. MARTIN, JR., Wake Forest.

Vice-President, Wilmington Division—MRS. C. J. BALDWIN, Whiteville.

Recording Secretary—MRS. LEROY ALLEN, Raleigh.

Executive Secretary and Treasurer—MAE GRIMMER, Meredith College.

Commencement Speaker—MRS. J. W. BUNN, Raleigh.

GENERAL INFORMATION

Foundation

Meredith College, founded by the North Carolina Baptist Convention, was granted a charter in 1891, and was first opened to students in September, 1899. It was chartered as the Baptist Female University, a name changed in 1905 to Baptist University for Women, and in 1909 to Meredith College. This last name was given in honor of Thomas Meredith, for many years a recognized leader of the Baptist denomination in North Carolina, who in 1838 presented to the Baptist State Convention a resolution urging the establishment in or near Raleigh of "a female seminary of high order that should be modeled and conducted on strictly religious principles, but that should be, so far as possible, free from sectarian influences." The first issue of the catalogue states the same principle: "Its intention is to provide not only thorough instruction, but culture made perfect through the religion of Jesus Christ." These ideals of academic integrity and religious influence have always been cherished at Meredith.

The institution has had four presidents: J. C. Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939—.

Recognition

Meredith was in 1921 admitted to membership in the Southern Association of Colleges and Secondary Schools. In 1924 its graduates were admitted to membership in the American Association of University Women, not only from 1915 (the first graduating class to have offered for entrance the fourteen units then required by the Association), but from 1902, its first graduating class. In 1928, the college was placed by the American Association of Universities on its list of approved colleges.

Location

Because of the growth of the college, the original site in the heart of the city of Raleigh became inadequate, and in January, 1926, the institution was moved to a campus of one hundred and thirty acres—now increased to one hundred and eighty-two—about three miles west of the

capitol. Federal highways 1, 64, and 70 pass the southern edge of the campus. Frequent local bus service from the door of the administration building into the city makes readily accessible to students the State museum, the State and city libraries, and the churches, homes, and shops of the city. Raleigh as the capital of the State and as an educational center attracts excellent lectures, plays, and concerts, which students may easily arrange to attend.

Buildings

The administration building, the four dormitories, and the dining hall—all brick fireproof structures—form a quadrangle around a court. Johnson Hall contains on the first floor administrative offices and reception rooms; on the second floor the library and rooms for the use of non-resident students; and on the third floor assembly rooms for the two literary societies. The dormitories—Jones Hall, Faircloth Hall, Vann Hall, and Stringfield Hall—are also three stories in height, each accommodating one hundred and twenty-five people. The rooms in the dormitories, planned for two students each, are arranged in suites of two with a connecting bath. Each occupant has a single bed and a closet of her own. There is a social room on each floor, a kitchenette and a pressing room in each dormitory.

East of the quadrangle are four more buildings. The first of these is the auditorium, with provision for music studios and practice rooms. Next is the science building, with lecture rooms, offices, and well-equipped laboratories for biology, chemistry, physics, and home economics. The third of these has classrooms and offices for the other departments. North of this group is the gymnasium.

Library

The library has 23,000 volumes and 4,500 pamphlets, all scientifically classified and catalogued. These have been selected by the head librarian and by the heads of departments, and are in constant use by the students. Two hundred and nineteen periodicals and ten newspapers are received regularly throughout the college year. In addition to the library at Meredith College, the State Library, the State College Library, and the Olivia Raney Library are open to students. Through the Interlibrary Loan Association the librarians secure the loan of books from various university libraries.

Religious Life

As a distinctively Christian college, Meredith makes every effort to encourage the spiritual growth of its students. A full-time religious secretary gives guidance and counsel to students in their organized work and in their individual problems. Each year, in February, a visiting speaker is invited to the campus to lead students in a series of services looking toward deeper spiritual thinking and experience.

All regular students are required to attend the chapel services five days each week. All resident students, except seniors, are also required to attend Sunday school and church services each Sunday morning, five absences without excuse being allowed during the year.

Health

A well-equipped infirmary, under the direction of two graduate nurses and the college physician, is maintained for the care of the sick. The infirmary office is open to students at all times; and the college physician has regular office hours at the college, at which time students may consult her. It is the purpose of the physician and nurses to prevent illness by means of the knowledge and observance of the general laws of health. Health charts, kept voluntarily by students, are proving to be an important aid in this matter.

Vaccination against smallpox is required, and vaccination against typhoid fever is strongly advised. All necessary ocular and dental work should be attended to before students enter, or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Residence

Students not living at their own homes or with near relatives are required to live in the college dormitories. Stringfield Hall is reserved for freshmen; the other three are open to other students without distinction as to class. The number of resident students may not exceed five hundred.

Students should bring with them towels, sheets, pillows, pillowcases, couch covers (or counterpanes), and all other bed coverings likely to be needed. All rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the room more attractive.

All laundry must be clearly marked with indelible ink. The laundry fee collected by the college covers the cost of flat work only. Each student may have laundered each week two sheets, two pillowcases, one counterpane, four towels, and one bureau scarf.

All dormitories will be closed during the Christmas holidays.

Student Organizations

Student Government Association. This important organization, of which all resident students of Meredith are members, has as its purpose (1) the regulation of the life of the students for the good of all concerned, and (2) the promotion of a high sense of honor in academic work. The executive body of the Association is the Student Council, consisting of the president of the Association, the vice-president, the secretary, the treasurer, the house presidents and vice-presidents, and one representative each from the sophomore and freshman classes. An Advisory Committee, comprising the Dean of Women and two other members of the faculty, consults with the Student Council as occasion may demand. The Student Government Association holds regular meetings at the chapel period each Wednesday, at which time the students have an opportunity to discuss matters of special interest to them.

Religious Organizations. The religious activities of the students are under the general direction of the Baptist Student Union, its council including the officers of auxiliary organizations and a representative of students belonging to other churches than the Baptist church. Wednesday-evening study groups and Sunday-evening vesper services afford the students opportunity for helpful thinking and working together. Enjoyable parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Union. For the convenience of Meredith students, a little store, the Bee Hive, is maintained on the college campus. The Service Band provides association for those who are interested in full-time Christian service, either at home or on the foreign field; and the Young Woman's Auxiliary has a definite denominational affiliation. All in all, the character and number of religious activities fostered on the Meredith campus are evidence of the Christian purposefulness of Meredith students.

Honor Society. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained

over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

Departmental Clubs. A means of cultural enrichment is offered students in the various departmental clubs at Meredith. These include the International Relations Club and the Meredith League of Women Voters, The Helen Hull Law Classical Club, the Elizabeth Avery Colton English Club, the Barber Biology Club, the K. K. Art Club, the Home Economics Club, the Sociology Club, the Psychology Club, and the Gavel Club. Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Literary Societies. Two literary societies, the Astrotekton and the Philaretian, have been in existence since the early days of the college. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written during the academic year by one of its members.

The Silver Shield. Selection for membership in the Silver Shield, honorary leadership society of the college, is based upon Christian character, constructive leadership, and service to the college. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

Publications. There are three student publications at Meredith: *The Twig*, a newspaper, issued bi-weekly, in the columns of which college happenings are recorded and student opinion expressed; *The Acorn*, a literary journal published six times during the school year; and *Oak Leaves*, the college yearbook, published annually under the direction of the literary societies.

The Choir and the Glee Club. The Meredith Choir and the Meredith Glee Club, directed by members of the music faculty, give students who belong to them valuable training. These groups appear in concert at stated intervals throughout the college year.

The Little Theatre. The Meredith College Little Theater provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega,

national honorary dramatic fraternity, gives special recognition to members of The Little Theater who excel in its activities.

The Athletic Association. The Athletic Association exists for the purpose of promoting among the students a love of sports and of fair play. It offers so wide a range of recreational activity that every student may find a sport to suit her. Hockey, basketball, and tennis, as well as less strenuous games, may be enjoyed for the choosing. The Athletic Association also sponsors the annual Stunt Night, an important occasion early in the college year when the four college classes offer, in competition for a trophy, original dramatic acts.

Expenses

GENERAL FEES FOR EACH SEMESTER

Resident students:

Tuition: Instruction, library, lectures and recitals, academic administration	\$ 75.00
Residence: room and board, laundry, infirmary service, maintenance	150.00

Non-resident students:

Tuition (as above)	75.00
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SPECIAL FEES FOR EACH SEMESTER

Applied Music (two half-hour lessons a week):

Piano, voice, organ	\$37.50 or 45.00
Violin, 'cello	45.00
Use of piano, one hour daily.....	4.50
For each additional hour.....	2.25
Use of organ, one hour daily.....	15.00 to 25.00

Applied Art:

Studio fee, for each course.....	25.00
Art 32-33, 45	2.00
Art 34-35 (b)	2.50
Laboratory fee, for each course, unless otherwise specified.....	4.00
Cooking laboratory fee	7.50
Sewing laboratory fee	1.00
Home management apartment fee	10.00
Directed teaching fee	15.00

Student budget fee (payable to Student Government Association)	5.00
Late registration	2.00
Graduation fee, including diploma	5.00

TERMS OF PAYMENT

On registration, at the beginning of the semester:

¹ Resident students	110.00
Non-resident students	37.50

On November 9 and March 22, the balance of the account for the semester.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its patrons. Neither the President nor the Bursar is expected to modify these regulations without specific authorization from the Board of Trustees.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the Bursar. Under no circumstances will a student be allowed to take semester examinations or receive a transcript of her record until her account has been paid in full.

The \$10 room deposit paid by a prospective student will be refunded if requested by August 15; after this date it will be forfeited to the College.

A deduction of ten per cent is allowed where two or more students come from the same family.

A student whose father is actively engaged in the Christian ministry is granted a discount of \$30 on her expenses for each semester.

Students are not required to make a breakage deposit to cover unjustifiable damage to college property, but for such damage they will be expected to pay.

The student budget fee of \$10 for the year is required of all regular students. This fee takes care of a student's obligations to the several student organizations, and includes subscriptions to the three student publications.

Resident students are not charged for the ordinary services of the College physician and nurses, and for the use of the infirmary. For

¹ The \$10 room deposit reduces the September payment to \$100.

additional service in case of serious or prolonged illness, and for all special medical prescriptions, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund will be made for the quarter of the year in which she leaves. Proportionate refund may be allowed on residence charges if a student is continuously absent for at least four weeks because of illness or other unavoidable circumstances.

Scholarships, Loans, Self-Help

Endowed Scholarships. Friends of the College have established endowment funds for scholarship aid, the principal of which amounts to \$36,250. These funds provide for seventeen scholarships, as indicated below. In some cases the donors have made specific restrictions affecting the award of the scholarships, but students interested may write the President of the College. Value, \$100 to \$120.

- The E. F. Aydlett Scholarships (three)
- The J. T. J. Battle Scholarships (four)
- The K. M. Biggs Scholarship
- The Z. M. Caveness Scholarship
- The Myrtle Hart Farmer Scholarship
- The J. M. Gardner Scholarship
- The Moses S. Jones Scholarship
- The Mrs. Sallie Bailey Jones Scholarship
- The Mr. and Mrs. W. H. Matthews Scholarship
- The J. H. Moore Scholarship
- The W. W. Parker Scholarship
- The W. A. Thomas Scholarship

Freshman Scholarships. The Board of Trustees authorizes the award of fifty scholarships, valued at \$100 each, to resident members of the incoming freshman class. These awards will be based on outstanding scholastic achievement and promise, qualities of social leadership, and financial need. Applications and supporting credentials should be submitted to the President of the College by June 15.

Alumnae Scholarships. Local chapters of the Meredith College Alumnae Association provide for the award of fifteen \$100 scholarships annually. Students interested should write Miss Mae Grimmer, Secretary, Meredith College.

College Loan Funds. Earnings from the funds listed below are available for loan purposes to students in residence. Inquiries should be addressed to Mr. F. B. Hamrick, Bursar, Meredith College.

The Elizabeth Avery Colton Loan Fund

The Louis M. Curtis Loan Fund

The John M. W. Hicks Loan Fund

The Helen Josephine Neal Loan Fund

The William H. Reddish Loan Fund

The Masonic Loan Fund

The Henrietta S. Jarman Loan Fund

The Ida Poteat Loan Fund. This fund has been provided for juniors and seniors through the alumnae of the College. Application blanks will be furnished upon request addressed to Miss Mae Grimmer, Secretary, Meredith College.

Self-Help. Many students needing financial assistance reduce their expenses by part-time employment in the dining room, library, and in various offices and academic departments of the College. Compensation varies with the character and amount of service rendered, but usually ranges between \$50 and \$125 for the year. Initial correspondence may be addressed to the President or Bursar. Available appointments will be made on the basis of apparent ability and need.

Summer Session

The summer session of Meredith and Wake Forest Colleges is operated jointly in two divisions, one at Wake Forest, in the central part of the State, and the other at Mars Hill, in the western part of the State. Mars Hill College has placed its plant at the disposal of the summer session and coöperates heartily in making the summer program outstanding and effective. This is the only four-year liberal-arts summer session operating in Western North Carolina. The three coöperating institutions are fully accredited A-1 colleges. This is the nineteenth summer session of the central division and the eighth of the combined program.

The courses offered are an integral part of the work of these colleges and offer excellent opportunities for college students to earn additional credits toward degrees, and for teachers to earn credit for their own advancement and for raising their certificates. Provision is made for

earning credits toward all the certificates issued by the State Department of Education—elementary, high school, principal's, superintendent's, and supervisor's. Nine to ten semester hours constitute the normal amount of work for the nine-weeks session.

For the past few summers there have been in the two divisions a faculty of more than seventy, approximately two hundred courses from which to select, and a student body of about one thousand.

A separate bulletin is issued for the summer session. For further information, address B. Y. Tyner, Director of the Western Division, Meredith College; or Dean D. B. Bryan, Director of the Central Division, Wake Forest College, Wake Forest, North Carolina.

ADMISSION

Students may be admitted to the College as candidates for the Bachelor of Arts degree either as members of the freshman class or as transfer students, with advanced standing, from other colleges. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained in this institution. Prospective freshmen must have at least a C average, and should rank above average attainment, in their secondary school work. The following blanks will be sent upon request, and must be received and approved by the Dean of the College before a candidate can be officially accepted:

1. Application for admission, endorsed by parent or guardian.
2. A certified academic record, together with a recommendation for admission from the appropriate school official.
3. A physician's certificate.

Methods of Admission

By Certificate. Graduates of secondary schools holding membership in the Southern Association of Colleges and Secondary Schools, or in other regional associations of related standing, or of secondary schools fully accredited by their State Departments of Education.

By Examination. All other secondary school graduates will be required to pass entrance examinations on certain basic subjects, the scope and character of which will be determined by the Dean of the College.

Entrance Units

For admission to the freshman class students must offer fifteen units of credit. A unit represents a year's study of a subject in secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

The subjects from which these credits may be secured, and the maximum number of units acceptable in each subject are as follows: English (4), history and social studies (4), Latin (4), Greek (3), a modern language (3), general biology (1), general science (1), botany (1),

zoology (1), physics (1), chemistry (1), physical geography (1), sociology (1), economics (1), mechanical drawing (2), household economics (2), commercial subjects (2).

The distribution of prescribed and elective units is as follows:

<i>Prescribed</i> ¹	8.5 units
English	3 units
Mathematics	
Algebra	1.5 units
Plane Geometry	1 unit
A foreign language	2 units
History	1 unit
<i>Elective</i> ²	6.5 units

Advanced Standing

A student applying for advanced standing or credit from another college must present the following information: (a) a certificate of honorable dismissal from the institution last attended; (b) an official transcript of her record at that institution, together with a catalogue describing the courses for which credit is requested; (c) details of the units offered for college entrance and the name of the high school from which the entrance units were received.

All of the above information should be sent from the institution last attended to Meredith College at least two weeks before the opening of the session. Students who have completed two years of college work should indicate the major, minor and other subjects which they expect to pursue.

When the candidate comes from a college belonging to the Southern Association of Colleges and Secondary Schools or an association of related rank, she will be given credit for the courses acceptable toward degrees at Meredith College. Credit for laboratory work will be estimated on the same basis as that prevailing in this institution.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be accredited for the work of one year in a junior college.

¹ Any deficiencies, if allowed, must be removed before the beginning of the second year at Meredith.

² Not more than two units in vocational subjects will be accredited.

Summer School Credits

A student should have the announcement of the summer school that she is to attend, and should secure in advance the written approval of the appropriate heads of departments for the courses she plans to take. The names and outlines of the courses should be filed with the Committee on Advanced Standing. The Committee will then advise the student as to the credit allowable for the proposed work. The maximum credit allowed for a summer term of six weeks is seven semester hours; for nine weeks, ten semester hours; for twelve weeks, fourteen semester hours.

Registration

All students, upon arrival in the city, are expected to report and enroll promptly at the office of the Dean of Women. Dormitories will be open for the reception of freshmen and transfer students at 9:00 a.m. on Monday, September 9. New resident students should arrive on that date, as the registration and orientation program begins at 9:00 a.m. on Tuesday, September 10. Returning students should arrive in time to complete their registration by 3:00 p.m. on Thursday, September 12. A special fee of \$2 will be charged all students whose registration is not completed on the date specified.

All freshmen and transfer students are expected to participate in the special program arranged for Tuesday, Wednesday, and Thursday of the opening week. Included in this program will be talks on various phases of college life, social activities, instruction in the use of the library, a physical examination, psychological and English tests, and registration.

DEGREE REQUIREMENTS

Meredith College confers the degree of Bachelor of Arts upon students of worthy character who have successfully completed a course of study giving one hundred and twenty semester hours of credit, exclusive of physical education, as outlined below. Each semester hour of credit is supposed to represent for the average student three hours of academic work a week, including preparation and classes.

Of the one hundred and twenty hours, from forty-nine to fifty-five are prescribed, twenty-four are to be taken in a major field, eighteen are to be taken in a minor field, and the remaining twenty-three to seventeen hours are electives.

Students majoring in the field of music follow a program of study which involves some changes in the distribution of credit hours as set forth in the preceding paragraph. Such students take a combined major and minor of sixty hours in this department, and have a consequent reduction in the number of prescribed and elective hours for the degree. This program of study is outlined in detail on pages 62 and 64 of the Bulletin.

	Semester Hours
I. <i>Prescribed Courses</i>	49 or 55

	Semester Hours
English 10-11, 20-21	12
¹ Foreign Language	6 or 12
² History 10-11	6
Religion 16-17	6
³ Science—two of the following:	
(1) Biology 12-13, (2) Chemistry 10-11,	
(3) Mathematics 10-11, (4) Physics 30-31.....	12
² Fine Arts—two of the following:	
(1) a theoretical course in Art, (2) Fundamentals of Speech 10, (3) Music Appreciation 23.2	4
Psychology 20	3

¹ Students with two entrance units in a foreign language will take twelve semester hours in foreign language, six hours of which must be in the language presented for entrance credit. Students with four entrance units in two foreign languages must secure six semester hours of credit in one of these languages. Students with four entrance units in one language may secure six hours of credit in this language or twelve hours of credit, by two years' work, in another language.

² Students majoring in home economics may substitute a course in sociology for History 10-11, and may secure the required four hours in Fine Arts in any one of the three departments.

³ Students majoring in music are required to take only one course in this group.

II. *Major Field* 24

A major, consisting of twenty-four semester hours, is to be elected from one of the departments listed below:

Ancient Languages—Latin	History
Art	Home Economics
Biology	Mathematics
Chemistry	Modern Languages—French
Education	² Music
Grade School	Philosophy and Psychology
High School	Religion
¹ English	³ Science, General
	Sociology and Economics

III. *Minor Field* 18

A minor, consisting of eighteen semester hours, is to be elected from one of the departments offering a major, or from one of the departments listed below:

Modern Languages—German
Speech Arts

IV. *Electives* 23 or 17

General Regulations

Every candidate for the degree, unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools, or by an association of related rank, must have attended Meredith College for at least two years. In every case, the last work to count toward a degree must be done at this institution.

In general, a student is expected to do at least one-half of her work in the major field, and at least one-third of her work in the minor field, in courses at Meredith College numbered thirty or above. Deviation from this regulation must be approved by the Academic Council.

A senior will receive only two-thirds credit for a prescribed Freshman course taken in her senior year. Any deficiency in the number of prescribed hours resulting from the reduction of credit may be satisfied by substituting an equal number of hours of free elective credit.

Practically all of the Prescribed Courses should be completed by the end of the sophomore year. During her freshman and sophomore

¹ English 10-11 does not count on the twenty-four semester hours required for a major, or on the eighteen hours required for a minor.

² On pages 62 and 64 is a detailed statement about courses and credits for the course of study with a major and a minor in music.

³ In general science, the major and minor are to be taken in the field of science, with a minimum of forty-two semester hours.

years a student should not take more than one course in any semester in a given field, unless it is necessary to satisfy requirements in the major field.

The maximum number of semester hours of credit allowable in any one department, except for students majoring in music, is thirty-six.

The regular number of credit hours for all students is fifteen. No student may take over sixteen hours for credit unless she passed in fifteen hours the preceding semester and has permission from the faculty. The maximum number of credit hours allowed during any semester is eighteen. Seniors who are enrolled for the course in supervised teaching are advised to take no more than twelve hours of work for that semester.

Not exceeding twelve semester hours of credit in applied music may be offered as elective credits toward the degree, provided a student offers an equal amount of credit in theoretical music with grades of C or better.

In general, a student must secure at least six semester hours of credit to be eligible to return the following semester. During the college year a first-year student must secure at least twelve hours of credit; a second-year student, fifteen hours; a third-year student, eighteen hours, to be eligible to return the following year.

The College reserves the right to exclude at any time a student whose academic standing or conduct it regards as undesirable.

Class Attendance

It is expected that all students will be regular and prompt in their attendance at all classes, conferences, and other academic appointments. Students must accept full responsibility for any announcements or assignments missed because of absence. Such absences, even when permitted, tend to lower a student's standing in courses; if unauthorized and unapproved, penalties are attached. Regulations concerning absences are printed in the current Student Handbook.

Grading System

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. The grade of scholarship is reported in letters: A, B, C, and D indicate passing

grades; E indicates a condition; F indicates a failure, and that the course must be repeated in class.

A student receiving a grade of E in any course will be allowed only one special examination for the removal of the condition; if the condition is not removed by a satisfactory examination, the grade on the course automatically becomes an F, and the course must be repeated for credit. Conditions on the first semester's work may be removed in the first week of the next May, or on Wednesday of the opening week of the next session; on the second semester's work, on Wednesday of the opening week of the next session, or in the first week of the next December.

A senior may be given a special examination to remove a condition on the first semester's work at any time before the end of the next March; on the second semester's work, during the first three days following senior examinations. A senior who does not have all conditions satisfied at the time specified will be dropped from the class. She will have another opportunity to remove the condition during the year following, and may be graduated at the next commencement.

The Department of English may impose a condition in English composition upon a student who submits to any department a paper containing gross violations of the fundamentals of English composition.

Quality Points

The College requires that a student maintain a minimum scholastic average, above the lowest passing grade, in the courses offered towards the degree. This average is determined by the quality points to which her course grades entitle her. Each semester hour with a grade of A gives three quality points; B, two; C, one. A candidate for graduation must therefore have one hundred and twenty quality points, or a credit ratio of 1.0 for her entire course. This is equivalent to a general scholastic average of C.

Honor rolls, including the names of students whose quality-point averages justify scholastic recognition, are prepared and published at the end of each semester. Special social and academic privileges are extended such students.

Classification

Students are classified on the basis of the semester hours of credit and the quality points secured, and not upon length of residence in college. For normal and unconditioned progression, students should earn at least fifteen hours of credit and fifteen quality points each semester. A new classification is made at the beginning of each semester.

Conditioned membership is allowed on the following basis:

		Semester Hours	Quality Points
<i>Sophomores</i>	{ First Semester	24	0
	{ Second Semester	39	12
<i>Juniors</i>	{ First Semester	54	24
	{ Second Semester	69	40
<i>Seniors</i>	{ First Semester	84	64
	{ Second Semester	92	84

Examinations and Reports

Final examinations, according to a schedule published in this Bulletin, are held in all courses at the end of each semester. No credit should be expected for a course if the examination is not taken as scheduled, unless another date is authorized by the Dean and the instructor concerned. A special fee will be charged for individual examinations thus allowed.

At the end of each semester a report is sent to the parent or guardian of a student, showing her grade of scholarship, and absences from classes and other college duties. An unofficial mid-semester report is also sent if a student's work seems unsatisfactory or probably inadequate.

Pre-Professional Courses

Although the course and degrees of an accredited college are generally recognized and approved, it does not necessarily follow that the degrees granted will include all the prerequisites of another institution or organization. Students planning to enter professional schools or engage in teaching after leaving Meredith College should secure advance

information about the conditions which they will be expected to meet. The Dean of the College will be glad to assist the individual student, in keeping with the degree requirements of this institution, in preparing to meet these demands.

A student planning to pursue the study of medicine, nursing, or the work of a technician can take at Meredith accredited prerequisites in these fields. For students who are preparing to enter technical schools, two hours of laboratory work will be considered equivalent to one hour of lecture or recitation, and the number of hours required for graduation will be increased according to the number of laboratory hours taken.

Schedule of Recitations

8:30—Mon. Wed. Fri.	8:30—Tue. Thur. Sat.	9:30—Mon. Wed. Fri.
Art 32-33 (a) Wed. Fri. Biol. 35; 36 Mon. Wed.; 37 Eng. 10-11 (a); 49; 60 French 4-5 (a, b) Hist. 36, 37 Home Ec. 42 Fri. Latin 30-31 Math. 20-21 Music 10.0-11.0 (a) Wed. Fri.; 23.2; 36.6-37.6 Wed. Fri.; 40.1 Mon. Wed. Psychol. 32; 35 Relig. 16-17 (a) Speech 10-11 (a)	Art 22-23 Tue. Thur.; 24 Tue. Thur. Chem. 10-11; 43 Eng. 10-11 (b); 32-33 Hist. 10-11 (a) Home Ec. 35 Sat.; 37 Tue. Thur.; 60 Latin 10-11 Math. 40-41 Music 16.0-17.0; 20.1-21.1; 34.6-35.6 Tue. Thur. Philos. 30, 31 Psychol. 20S; 30 Relig. 16-17 (b) Speech 38, 39	Art 42-43 Mon. Chem. 40 Wed. Fri. Econ. 20-21 Ed. 31F (a) Eng. 10-11 (c); 41; 46 French 10-11 (a, b) German 10-11 Hist. 10-11 (b); 46, 47 Home Ec. 31 Wed. Math. 10-11 (a) Music 30.0-31.0 Mon. Wed. Philos. 20, 21 Psychol. 20 (a) Mon. Relig. 16-17 (c) Speech 10-11 (b)
Laboratory	Laboratory	Laboratory
Biol. 12-13 (b) Wed. Fri. Home Ec. 20-21 (a) Fri.	Biol. 12-13 (a) Tue. Thur.	Biol. 12-13 (b) Wed. Fri.; 23 (a) Mon. Wed. Home Ec. 20-21 (a) Fri.; 31 Mon.
12:00—Mon. Wed. Fri.	12:00—Tue. Thur. Sat.	1:45—Mon. Wed. Fri.
Art 20 Wed.; 37 Wed. Biol. 32, 33 Mon. Fri. Ed. 46, 47; 48, 49 Eng. 10-11 (f); 20-21 (b) French 42-43 Greek 36 Hist. 10-11 (d); 42, 43 Home Ec. 30 Wed. Fri. Latin 37 Music 10.0-11.0 (b) Wed. Fri.; 42.6 Wed. Fri. Relig. 16-17 (f) Sociol. 34; 43 Speech 40-41	Art 40, 41 Tue. Thur. Biol. 20 Tue. Thur.; 21 Tue. Chem. 20-21; 30 Tue. Thur.; 33 Tue. Thur. Ed. 34; 39 Eng. 10-11 (g); 20-21 (c); 26, 27 Thur. French 10-11 (c, d); 30-31 Hist. 10-11 (e); 26, 27 (b); 60 Home Ec. 43 Relig. 40, 41	Art 30-31 Biol.-Chem. 61 Mon. Fri. Eng. 20-21 (d); 38-39 French 10-11 (e, f) Geog. 30, 31 Hist. 10-11 (f); 35 Home Ec. 20-21 Fri. Latin 4-5 Math. 10-11 (d) Music 41.1; Wed. Fri.; 44.1 Wed. Fri. Relig. 35, 36
Laboratory	Laboratory	Laboratory
Biol. 12-13 (c) Mon. Wed.; 23 (a) Mon. Wed. Home Ec. 10-11 (a) Mon.; 10-11 (b) Wed. Fri.; 30 Mon., 31 Mon. Fri.	Biol. 12-13 (d) Tue. Thur.	Biol. 32, 33 Wed. Fri.; 36 Mon. Biol.-Chem. 61 Wed. Chem. 10-11 (a) Mon.; 10-11 (c) Wed.; 40 Wed. Fri. Home Ec. 20-21 (a) Mon.; 20-21 (b) Wed. Physics 30-31 Fri.

Schedule of Examinations

FIRST SEMESTER

Class	Examination
1:45 M. W. F.	10-12 Sat.
1:45 T. T. S.	2-4 Sat.
2:45 M. W. F.	10-12 Mon.
2:45 T. T. S.	2-4 Mon.
8:30 M. W. F.	10-12 Tue.
8:30 T. T. S.	2-4 Tue.
9:30 M. W. F.	10-12 Wed.
9:30 T. T. S.	2-4 Wed.
11:00 M. W. F.	10-12 Thur.
11:00 T. T. S.	2-4 Thur.
12:00 M. W. F.	10-12 Fri.
12:00 T. T. S.	2-4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination for that class.

Schedule of Recitations

9:30—Tue. Thur. Sat.	11:00—Mon. Wed. Fri.	11:00—Tue. Thur. Sat.
Art 34-35 (a) Thur. Biol. 12-13 (a) Tue. Thur.; 40 Ed. 32S Eng. 10-11 (d); 20-21 (a); 42-43 French 20-21 (a, b); 22-23 Hist. 26, 27 (a) Home Ec. 10-11 Tue. Thur. Math. 10-11 (b) Music 36.0-37.0 Philos. 40, 41 Relig. 16-17 (d) Sociol. 42, 47 Speech 31, 32 Tue. Thur.	Art 10 Mon. Wed.; 34-35 (b) Fri. Biol. 12-13 (b) Wed. Fri.; 23 Fri. Ed. 40; 45 Eng. 40; 45 Hist. 34, 39 Latin 20-21 Math. 30-31 Music 26.0-27.0; 32.0-33.0 Wed. Fri. Psychol. 33F, 33 Relig. 24, 25 Sociol. 31; 48 Speech 10-11 (c)	Ed. 31 (b); 32; 35 Eng. 10-11 (e) German 4-5 Greek 20-21 Hist. 10-11 (c); 30, 31 Math. 10 (c) Music 20.0-21.0 Tue. Thur. Psychol. 20 Tue. Thur.; 20 (d) Sat.; 21 Tue. Thur. Physics 30-31 Tue. Thur. Relig. 16-17 (e) Speech 33, 34 Tue. Thur.; 36 Tue. Thur.
Laboratory Biol. 12-13 (a) Tue. Thur.	Laboratory Biol. 12-13 (c) Mon. Wed.; 23 (a) Mon. Wed. Home Ec. 10-11 (a) Mon.; 10-11 (b) Wed. Fri.; 30 Mon., 31 Mon. Fri.	Laboratory Biol. 12-13 (d) Tue. Thur.
1:45—Tue. Thur. Art 12-13 Tue.; 32-33 (b) Eng. 30-31X Tue.; 52, 53 Tue. Home Ec. 32 Tue.; 34 Music 38.6, 39.6; 40.6, 41.6	2:45—Mon. Wed. Fri. Ed. 31 (c); 44 Eng. 10-11 (h); 20-21 (e) French 60 Greek 30-31 Math. 33 Music 10.6; 11.6 Mon. Fri.	2:45—Tue. Thur. Art 45 Tue. Psychol. 20 (b) Tue.; 20 (c) Thur.
Laboratory Art 12-13 Thur. Biol. 12-13 (e); 20, 21; 23 (b) Chem. 10-11 (b) Tue.; 20-21 (a) Tue.; 20 (b) Thur.; 30, 33; 43 Thur. Home Ec. 32 Thur.	Laboratory Biol. 12-13 (f) Mon. Fri.; 32, 33 Wed. Fri.; 36 Mon. Biol-Chem. 61 Wed. Chem. 10-11 (a) Mon., (c) Wed.; 40 Wed. Fri. Home Ec. 10-11 (a) Wed.; 20-21 (a) Mon.; 20-21 (b) Wed. Fri. Psychol. 21 Wed.	Laboratory Art 12-13 Tue. Thur. 45 Thur. Biol. 12-13 (e); 20, 21; 23 (b) Chem. 10-11 (b) Tue.; 20-21 (a) Tue.; 20 (b) Thur.; 30, 33; 43 Thur. Home Ec. 32; 34

Schedule of Examinations

SECOND SEMESTER

Class	Examination
1:45 M. W. F.	10-12 Sat.
1:45 T. T. S.	2-4 Sat.
2:45 M. W. F.	10-12 Mon.
2:45 T. T. S.	2-4 Mon.
8:30 M. W. F.	10-12 Tue.
8:30 T. T. S.	2-4 Tue.
9:30 M. W. F.	10-12 Wed.
9:30 T. T. S.	2-4 Wed.
11:00 M. W. F.	10-12 Thur.
11:00 T. T. S.	2-4 Thur.
12:00 M. W. F.	10-12 Fri.
12:00 T. T. S.	2-4 Fri.

The first day of the week on which an irregular class meets determines the time of the examination for that class.

COURSES OF INSTRUCTION

A course with an even number is given the first semester; a course with an odd number, the second semester. If an S follows the even number, the course is repeated in the second semester; if an F follows the odd number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no credit is allowed until the full year's work is completed; if the numbers are separated by a comma, proportionate credit is allowed for the work of either semester.

A course numbered below 20 is for freshmen; from 20 to 29, for sophomores; from 30 to 39, for juniors; from 40 to 59, for seniors; from 60 to 69, or music courses ending in .6, is a course in methods.

The number in parentheses following the title of a course indicates the semester hours of credit allowed.

Brackets enclosing the number and title of a course indicate that the course is not given in 1940-1941.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of five students.

Ancient Languages

HELEN PRICE, *Professor*

NORMA ROSE, *Instructor*

LATIN

The requirements for a major in Latin are twenty-four semester hours, for a minor eighteen semester hours, chosen from 10 to 47. Latin 30,31 must be completed for a major or a minor. Six semester hours of Greek may be counted toward a major.

4-5. *Elementary Latin* (6).

Open to students who offer less than two units of Latin for entrance. Monday, Wednesday, Friday, 1:45. MISS ROSE

10-11. *Review of Grammar and Reading from Vergil's Aeneid* (6).

Prerequisite: Two units of Latin for entrance or Latin 4-5. Tuesday, Thursday, Saturday, 8:30. MISS ROSE

20-21. *Selections from Latin Prose and Poetry. History of Latin Literature. Prose Composition* (6).

Prerequisite: Four units of Latin for entrance or Latin 10-11. Monday, Wednesday, Friday, 11:00. MISS PRICE

30. *Roman Comedy (3).*

Prerequisite: Latin 20-21. Monday, Wednesday, Friday, 8:30.

MISS PRICE

31. *Cicero's Letters. Roman Elegy (3).*

Prerequisite: Latin 20-21.

MISS PRICE

37. *Roman Life and Thought (3).*

Monday, Wednesday, Friday, 12:00.

No reading knowledge of Latin required.

MISS PRICE

[40. *Roman Satire (3).*]

Hours to be arranged.

[41. *Vergil: Georgics and Eclogues, Aeneid VII-XII (3).*]47. *Advanced Latin Composition (1).*

Hours to be arranged.

MISS PRICE

[60. *Teaching of Latin (3).*]

GREEK

20-21. *Elementary Greek (6).*

Open to all students. Monday, Wednesday, Friday, 11:00.

MISS PRICE

30-31. *Plato's Apology. Homer's Iliad. New Testament (6).*

Prerequisite: Greek 20-21. Monday, Wednesday, Friday, 2:45.

36. *Greek Life and Thought (3).*

Monday, Wednesday, Friday, 12:00.

No reading knowledge of Greek required.

MISS PRICE

Art

¹IDA ISABELLA POTEAT, *Professor*MARY PAUL TILLERY, *Associate Professor*CATHARINE MOSELEY, *Instructor*

The requirements for a major are 10, 12-13, 20, 30-31, 40, 41 and six hours elected from other courses in the department exclusive of 32-33 and 45.

The requirements for a minor are 10, 20, 30-31, 40, 41 and four hours elected from other courses in the department.

¹ Deceased, February 1, 1940.

10. *Introduction to Art (2).*

Monday, Wednesday, 11:00.

A study of the general principles underlying all forms of art expression; an analysis of the composition and use of materials as found in selected works of architecture, sculpture and painting.

MISS TILLERY

12-13. *Drawing and Composition (4).*

Lecture: Tuesday, 1:45; and five studio hours: Tuesday, 2:45-4:45, Thursday, 1:45-4:45.

Lecture and laboratory work dealing with the principles of drawing and pictorial composition with creative problems in the organization of line, form, tone, and color.

MISS TILLERY

20. *Color and Design (2).*

Lecture: Wednesday, 12:00; five studio hours a week.

A study of color theories and design principles; analysis of motifs and structural principles found in historic ornament; experiments with decorative composition and pure design.

MISS MOSELEY

22-23. *History of Ornament (4).*

Tuesday, Thursday, 8:30.

A study of the origin, development, significance, and application of styles of ornament through the ages with attention to certain general laws which appear in styles of different periods independent of the individual peculiarities of each.

MISS MOSELEY

24. *Art Appreciation (2).*

Tuesday, Thursday, 8:30.

A study of the æsthetic principles involved in all forms of art expression and the relation of art to physical and cultural environment. The course is planned to meet the needs of the college student who wishes to obtain a better understanding of the arts of the past and to develop intelligent judgment in the use of art in everyday life. Not open to art majors.

MISS POTEAT

30-31. *History of Art (6).*

Open to all juniors and seniors. Monday, Wednesday, Friday, 1:45.

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts.

MISS POTEAT

32-33. Art Education (4).

(a) Wednesday, Friday, 8:30; (b) Tuesday, Thursday, 1:45.

First semester: the elements and principles of design with application to problems in everyday life. Second semester: the aims of art in the public school with selection, preparation, and use of illustrative material and creative work to fit the needs of children of different grades.

(A fee of \$2.00 is charged for materials.)

MISS MOSELEY

34-35. Interior Decoration and Design (4).

Elective for any student. Lecture: (a) Thursday, 9:30; (b) Friday, 11:00. Five studio hours.

A survey of period furniture, architectural backgrounds, materials and accessories; original adaptations to modern problems. A study of the house plan; selection and arrangement of furnishings for interiors. Renderings of floor plans and wall elevations in various media.

Section (a) is for those who major or minor in art.

Section (b) is for those who major or minor in home economics.

A fee of \$2.50 charged for materials in section (b).

MISS MOSELEY

37. Costume Design (2).

Lecture: Wednesday, 12:00; five studio hours a week.

Elements and principles of costume design based on a survey of historic and national costume to familiarize the student with the modern trend in styles; creative problems in designing costumes for various occasions, fabrics and types.

MISS TILLERY

40. The Art of the Renaissance (2).

Prerequisite: History of Art 30-31. Tuesday, Thursday, 12:00.

The Renaissance movement in Italy as seen in architecture, sculpture, and painting; its development and influence in other countries down to the nineteenth century.

MISS POTEAT

41. Modern Art (2).

Prerequisite: History of Art 30-31. Tuesday, Thursday, 12:00.

The important art movements and theories from the eighteenth century to the present time. Special attention given to contemporary art.

MISS POTEAT

42-43. Painting (4).

Prerequisite: Art 12-13. Lecture: Monday, 9:00; five studio hours a week.

Experimental studies in oil and water color, using still life, landscape, and the draped life model as subjects.

MISS TILLERY

45. *Industrial Art (2).*

Prerequisite: Art 32. Lecture: Tuesday, 2:45; studio: Thursday, 2:45-5:45.

An attempt to show the vital relation of art to life and industry and to develop an appreciation for the beautiful and the power to produce beautiful things. A course covering design in its relation to crafts, book binding, linoleum block printing and modeling.

MISS TILLERY

A fee of \$2.00 is charged for materials.

Biology

LENA AMELIA BARBER, *Professor*

BESSIE EVANS LANE, *Professor of Physiology
and Hygiene*

ELIZABETH BOOMHOUR, *Instructor*

MYRA ALLENE WILLIAMS, *Instructor*

MARGARET KRAMER, *Instructor*

The requirements for a major are 12-13, 20, 32, and ten semester hours elected from 21, 23, 33, 36, 37, 40.

The requirements for a minor are 12-13, 20, 32, and four semester hours elected from 21, 23, 33, 36, 37, 40.

Chemistry 10-11 is required for a major or minor in biology.

12-13. *General Biology (6).*

Biology 12 is required of freshmen majoring in home economics. Elective for others. Two lectures and four laboratory hours a week. Lectures: (a) Tuesday, Thursday, 9:30; (b) Wednesday, Friday, 11:00. Laboratory: (a) Tuesday, Thursday, 8:30-10:30; (b) Wednesday, Friday, 8:30-10:30; (c) Monday, Wednesday, 11:00-1:00; (d) Tuesday, Thursday, 11:00-1:00; (e) Tuesday, Thursday, 1:45-3:45; (f) Monday, Friday, 2:45-4:45.

A course aiming to present the most important biological facts and principles, and so to relate them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the rôle of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the rôle of micro-organisms, growth, reproduction, and heredity. The types of organisms studied in the laboratory, beginning with unicellular forms and leading up to vertebrates, an intensive study being made of the frog. The study of plants emphasized the first semester and that of animals the second semester.

Lectures: MISS BARBER

Laboratory: STAFF

20. *General Botany (4).*

Two lectures, and six hours laboratory and field work a week. Lectures: Tuesday, Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45. MISS BOOMHOUR

21. *Plant Taxonomy (3).*

Prerequisite: Biology 12, 20, or a year of standard high-school biology or botany. One lecture, and six hours laboratory and field work a week. Lecture: Tuesday, 12:00. Laboratory and field studies: Tuesday, Thursday, 1:45-4:45.

A study of the external morphology, identification, classification, and distribution of plants in the vicinity. MISS BOOMHOUR

23. *Bacteriology (3).*

Required of sophomores majoring in home economics. Elective for others. Prerequisite: Biology 12 and Chemistry 10-11 or their equivalents. Lecture: Friday, 11:00. Laboratory: (a) Monday, Wednesday, 9:30-1:00; (b) Tuesday, Thursday, 1:45-4:45.

One lecture and six hours laboratory a week.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation. MISS BOOMHOUR

32. *Invertebrate Zoology (4).*

Prerequisite: Biology 12-13. Lectures: Monday, Friday, 12:00. Laboratory: Wednesday, Friday, 1:45-4:45.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

MISS WILLIAMS

33. *Comparative Anatomy of Vertebrates (4).*

Prerequisite: Biology 13. Hours same as for course 32.

A course dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

MISS WILLIAMS

35. *Elementary Physiology and Hygiene (3 or 4).*

Monday, Wednesday, Friday, 8:30.

Especially adapted to students preparing to teach home economics, or in the elementary grades, or who are not to take 36,37. May be elected by sophomores who are not to take 36,37.

MISS WILLIAMS

36. *Human Physiology (3).*

Prerequisite: Biology 12-13, Chemistry 10-11. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Not open to those who elect 35. Lectures: Monday, Wednesday, 8:30. Laboratory: Monday, 1:45-4:45. Two lectures and three hours laboratory a week.

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other mammals, and simple experiments.

Lecture: MISS LANE

Laboratory: MISS WILLIAMS

37. *Hygiene (3).*

Prerequisite: Biology 36 or its equivalent. Three lectures a week. Monday, Wednesday, Friday, 8:30.

A standard course in "First Aid" to be given during the first six weeks of the second semester. Those meeting the requirements will be given a certificate in "First Aid" by the American Red Cross. Personal hygiene to be studied the remainder of the semester.

MISS LANE

40. *Genetics (3).*

Prerequisite: Biology 12-13 or its equivalent. Three lectures a week. Tuesday, Thursday, Saturday, 9:30.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in discussions.

MISS BOOMHOUR

61. *The Teaching of Science (3).*

Open to juniors and seniors taking a major in biology, chemistry, or general science. Two lectures and three hours laboratory a week. A study of the materials and the methods used in teaching the sciences in the high schools. Lecture: Monday, Friday, 1:45. Laboratory: Wednesday, 1:45-4:45.

MISS BOOMHOUR, MISS COOPER

Chemistry

¹MARY ELIZABETH YARBROUGH, *Professor*

CHAS. EDWARD BREWER, *Acting Professor*

MARGARET MOORE COOPER, *Assistant Professor*

MARGARET KRAMER, *Instructor*

The requirements for a major are 10-11, 20-21, 30, 33, 40, 43. Physics 30-31 is required of students majoring in chemistry.

The requirements for a minor are 10-11 and twelve semester hours elected from other courses in the department exclusive of 61.

¹ Absent on leave, 1939-1940.

10-11. *General Chemistry (6)*.

Required of freshmen majoring in home economics. Elective for others. Two lectures, one conference and one three-hour laboratory period a week. Lectures: Tuesday, Thursday, 8:30. Conference: Saturday, 8:30. Laboratory: (a) Monday, 1:45-4:45; (b) Tuesday, 1:45-4:45; (c) Wednesday, 1:45-4:45.

A study of the occurrence, preparation and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon practical application of the science to daily life.

STAFF

20-21. *Organic Chemistry (6)*.

Prerequisite: Chemistry 10-11. Two lectures, one conference and three hours of laboratory work a week. Lectures: Tuesday, Thursday, 12:00. Conference, Saturday, 12:00. Laboratory 20: (a) Tuesday, 1:45-4:45; (b) Thursday, 1:45-4:45. Laboratory 21: Tuesday, 1:45-4:45.

A systematic study of both the aliphatic and aromatic series. An introduction in the laboratory work to the fundamental methods of preparation and purification of typical organic compounds.

Lectures: MISS COOPER

Laboratory: MISS COOPER, MISS KRAMER

30. *Qualitative Analysis (3)*.

Prerequisite: Chemistry 10-11. One lecture, one conference and six hours of laboratory work a week. Lecture: Tuesday, 12:00. Conference: Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The theoretical and practical study of methods of separation and identification of the more common cations and anions.

MISS COOPER

33. *Quantitative Analysis—Volumetric (3)*.

Prerequisite: Chemistry 10-11, 30. One lecture, one conference and six hours of laboratory work a week. Lecture: Tuesday, 12:00. Conference: Thursday, 12:00. Laboratory: Tuesday, Thursday, 1:45-4:45.

The classroom work devoted to the discussion of the volumetric methods used in the laboratory, including the chemical calculations involved. The laboratory work given to standard volumetric methods of analysis.

MISS COOPER

40. *Quantitative Analysis—Gravimetric (3)*.

Prerequisite: Chemistry 10-11, 30. One lecture, one conference, and six hours of laboratory work a week. Lecture: Wednesday, 9:30. Conference: Friday, 9:30. Laboratory: Wednesday, Friday, 1:45-4:45.

A study of the principles of quantitative separations. Chemical calculations. Laboratory work devoted to standard gravimetric methods of analysis.

MISS COOPER

43. *Chemistry of Food and Nutrition (3).*

Prerequisite: Chemistry 20-21. Two lectures, one conference and three hours of laboratory work a week. Lectures: Tuesday, Thursday, 8:30. Conference: Saturday, 8:30. Laboratory: Thursday, 1:45-4:45.

MISS KRAMER

61. *Teaching of Science (3).*

For description of course see Biology 61.

MISS COOPER

Education

BUNYAN Y. TYNER, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

SALLIE B. MARKS, *Assistant Professor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Courses marked (R) are required of all students who expect to secure a certificate of any kind; those marked (H), of those desiring certificates to teach high school subjects, public school music, or fine arts; those marked (P), of those desiring to teach in primary grades 1-3; those marked (G), of those desiring to teach in grammar grades 4-7. Courses marked (E) may be taken to meet professional requirements for all certificates. Students intending to teach should confer with the Department of Education during their sophomore year to make sure that they will meet the requirements for the State A-grade certificate.

MAJORS IN EDUCATION

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on page 46, at least one of the following courses in education is required for the major: Education 34, 39, 40, 45, making a total of twenty-four semester hours. For those pursuing courses leading to teaching in the high school, if education is made the major, in addition to the professional courses outlined on page 45, at least two of the education courses numbered 33, 34, 39, 40, 45 must be taken, making a total of at least twenty-four semester hours. Care should be exercised to see that the major and minor total the catalogue requirement, and that the requirements of the department in which the minor falls are met. Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on education majors and minors, with the advice and approval of the head of the Department of Education.

MINORS IN EDUCATION

Students wishing a minor in elementary education will select eighteen semester hours from the following subjects: Education 31, 34, 39, 40, 44, 45, 46, 47, 48, 49, 70.

Those desiring a minor on the secondary school level will take the following subjects: Education 31 and 32, and at least four subjects from the following group: Education 34, 39, 40, 45, 60, 70. Total, eighteen semester hours.

Certain courses in psychology may be counted on an education minor, with the advice and approval of the head of the Department of Education.

HIGH SCHOOL TEACHER'S CERTIFICATE

Those who expect to secure State A-grade certificates to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors and minors may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors and minors do not always coincide.*

I. Subject-Matter Courses

A major and minor should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), history and social science (24), mathematics (15), science (30). The following combinations are suggested: English-Latin, English-French, English-history, Latin-French, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30), including three semester hours in voice; home economics (45).

II. Professional Courses

Educational Psychology (Ed. 31).....	3 semester hours
Principles of Secondary Education (Ed. 32).....	3 semester hours
Materials and Methods of Teaching the Major and Minor Subjects (Ed. 60 or 61).....	3 or 6 semester hours
Six semester hours chosen from courses in educa- tion marked (E).....	6 semester hours
Observation and Directed Teaching (Ed. 70 or 71).....	3 semester hours
Total required	18 semester hours

These courses should be taken in the order here listed, all preceded by Psychology 20. All students planning to teach on the high school level are advised to take Physical Education 40-41.

GRADE SCHOOL TEACHER'S CERTIFICATE

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
¹ Children's Literature (Education 35).....	2 or 3 semester hours
American History and Citizenship (26, 27).....	6 semester hours
Geography (30, 31).....	6 semester hours
Drawing (Art Education 32-33).....	4 semester hours
Industrial Art (Art 45).....	2 semester hours
Music 10.6, 11.6, 23.2.....	3 or 4 semester hours
Physiology and Health Ed. (Biol. 35 or 36, 37).....	4 or 6 semester hours
Physical Ed. 60-61 (Certificate credit only).....	2 semester hours

II. Professional Courses

Educational Psychology (Ed. 31).....	3 semester hours
Child Psychology (Ed. 33).....	3 semester hours
² Educational Measurements (Ed. 34)	3 semester hours
Principles of Elementary Education (Ed. 44).....	3 semester hours
Elementary Education—Primary or Grammar Grades (Ed. 46, 47 or 48, 49).....	6 semester hours
Observation and Directed Teaching (Ed. 70 or 71).....	3 semester hours
For Major (Ed. 34, 39, 40, 45).....	3 semester hours

Total24 semester hours

To meet the State physical education requirement of 2 semester hours, course 60-61 may be substituted for a year of physical education required of all candidates for a degree.

ELEMENTARY EDUCATION

(Suggested order of arrangement)

Freshman Year

	Sem.Hrs.
English 10-11.....	6
Foreign language.....	6
History 10-11 or Religion 16, 17.....	6
Biology 12-13 or Chemistry 10-11.....	6
Mathematics 10-11, or one of the options listed above.....	6

30

¹ The State Department of Education counts Children's Literature as English and not as Education.

² Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

Sophomore Year

	Sem. Hrs.
English 20-21.....	6
Foreign language.....	6
Psychology 20.....	3
Art Ed. 32-33.....	4
Music 10.6, 11.6.....	3
¹ Electives	8 to 10
	<hr/>
	30 to 32

Junior Year

	Sem. Hrs.
¹ Education 31.....	3
Psychology 33.....	3
Education 46-47 or 48-49.....	6
History 26, 27.....	6
Geography 30, 31.....	6
² Industrial Art 45	2
³ Electives	4 to 6
	<hr/>
	30 to 32

Senior Year

	Sem. Hrs.
Education 35.....	3
Education 44.....	3
Biology 35, or 36, 37	4 or 5
⁴ Education 34.....	(3)
Education 70 or 71.....	3
Physical Education 60-61.....	(2)
³ Electives	12 to 17
	<hr/>
	30

¹ With the approval of the head of the Department of Education, Educational Psychology may be taken during the second semester of the sophomore year if Psychology 20 has been taken in the first semester. If Education 31 has been taken in the sophomore year, an elective may be taken in its place the first semester of the junior year.

² If necessary in order to get in a minor, Industrial Art 45 may be omitted until the senior year.

³ Students should plan a minor the first semester of the junior year and carry it through both the junior and senior years.

⁴ Required on the grammar-grade level. Recommended for primary and high school teachers as an elective in education.

EDUCATION COURSES

31F, 31. Educational Psychology (3).

Prerequisite: Psychology 20. (a) Monday, Wednesday, Friday, 9:30; (b) Tuesday, Thursday, Saturday, 11:00; (c) Monday, Wednesday, Friday, 2:45. (a) first semester only. (b) and (c) second semester only.

An attempt to give the student a knowledge of psychological principles in their educational aspects. Especial attention to learning.

MR. TYNER, MISS MARKS

32, 32S. Principles of Secondary Education (3). (H)

Elective for juniors and seniors. Prerequisite or parallel: Educational Psychology 31. First semester: Tuesday, Thursday, Saturday, 11:00; second semester: Tuesday, Thursday, Saturday, 9:30.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports.

MR. TYNER

33F, 33. Child and Adolescent Psychology (3) (P-G-E)

For description of course, see Child and Adolescent Psychology 33 (p. 76). Monday, Wednesday, Friday, 11:00, each semester.

MISS MARKS

34 Educational Measurements (3). (G-E)

Tuesday, Thursday, Saturday, 12:00.

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social sciences.

MISS ENGLISH

35. Children's Literature (3). (P-G)

Elective for juniors. Tuesday, Thursday, Saturday, 11:00.

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

MISS ENGLISH

39. History of Education (3). (E)

Elective for juniors and seniors. Prerequisite: History 10-11. Tuesday, Thursday, Saturday, 12:00.

A survey of educational theories and practices from primitive times to the present; designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education.

MRS. WALLACE

40. *Administration and Supervision of Public Education (3). (E)*

Open to juniors and seniors. Prerequisite: Ed. 31, and 32 or 44.

Monday, Wednesday, Friday, 11:00.

A course dealing with the general principles of administration and supervision of public education. The influence of the several factors of control noted and evaluated. The principal emphasis in the course to be placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coördination of the various activities of the school as a whole.

MR. TYNER

44. *Principles of Elementary Education (3). (P-G)*

Required of students working toward elementary certificates. Elective for juniors. Prerequisite: Ed. 31. Not open to students taking Education 32. Monday, Wednesday, Friday, 2:45.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

MISS MARKS

45. *Philosophy of Education (3). (E)*

Open to seniors. Prerequisite: Ed. 31, and 32 or 44. Monday, Wednesday, Friday, 11:00.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders—Dewey, Horne, Kilpatrick, Bode, Kuehner, Demiashkevich, Morrison, Monroe, Briggs, and others. *The Educational Frontier*, a recent publication, and the magazine *The Social Frontier*, given special consideration.

MR. TYNER

46. *Elementary Education: Grades 1-3 (3).*

Prerequisite: Ed. 31. Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

MISS MARKS

47. *Elementary Education: Grades 1-3 (3).*

Prerequisite: Ed. 31. Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

MISS MARKS

48. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 31. Monday, Wednesday, Friday, 12:00.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

MISS ENGLISH

49. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 31. Monday, Wednesday, Friday, 12:00.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

MISS ENGLISH

DEPARTMENTAL COURSES

(Materials and Methods)

60-61.

Description of these courses will be found under the several departments. Courses numbered 60-61, inclusive, count as education, three semester hours of which are required for a high-school certificate to teach in one field; six semester hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the course is taken. The following courses are offered for teachers on the high-school level:

- 60 E. The Teaching of English.
- 61 F. The Teaching of French.
- 60 H.E. The Teaching of Home Economics.
- 60 L. The Teaching of Latin.
- 60 M. The Teaching of Mathematics.
- 39.6 Mus. The Teaching of Music in the High School.
- 60 Sc. The Teaching of Science.
- 60 Soc. Sci. The Teaching of the Social Sciences.
- 40-41 or 60-61 P.E. The Teaching of Physical Education.

OBSERVATION AND DIRECTED TEACHING¹

70, 71 (3).

It is contemplated that seniors will do observation and teaching for an hour a day for one full semester to meet the requirements for the State A-grade certificate. At least 60 clock hours should be planned, fully one-half of which must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done un-

¹ If all the requirements have been met except observation and directed teaching, the Class-B certificate will be issued. After one year of successful teaching experience the applicant may then be issued the Class-A certificate.

der well-qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of the school in which the observation and teaching are to be done. *At least two consecutive class periods should be reserved in the schedule of seniors planning to teach in either the first or second semester.* Prerequisite to teaching on the high-school level are: Education 31, 32, and 60 or 61 in the subject in which teaching is to be done. On the elementary level: Education 31, 44, and 46-47, or 48-49. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, especially in her major and minor subjects, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised so to plan their schedules that they will not have to carry more than twelve hours of work, including teaching, during the semester in which supervised teaching is done. Fee \$15.00.

English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

LOUISE LANHAM, *Instructor*

NORMA ROSE, *Instructor*

English 10-11 is prerequisite for English 20-21; English 20-21 is prerequisite for all other courses in English except English 26-27.

The requirements for a major are 20-21, 32-33 or 42-43, 38-39, and six semester hours elected from 26-27, 36, 37, 40, 41, 42-43, 45, 46, 47, 49, 50-51, 52, 53.

The requirements for a minor are 20-21, 32-33 or 42-43, 38-39.

10-11. *English Composition (6).*

(a) Monday, Wednesday, Friday, 8:30; (b) Tuesday, Thursday, Saturday, 8:30; (c) Monday, Wednesday, Friday, 9:30; (d) Tuesday, Thursday, Saturday, 9:30; (e) Tuesday, Thursday, Saturday, 11:00; (f) Monday, Wednesday, Friday, 12:00; (g) Tuesday, Thursday, Saturday, 12:00; (h) Monday, Wednesday, Friday, 2:45.

Composition based in part on selections from nineteenth-century poetry and prose. Themes and conferences. STAFF

20-21. *Outline History of English Literature (6).*

(a) Tuesday, Thursday, Saturday, 9:30; (b) Monday, Wednesday, Friday, 12:00; (c) Tuesday, Thursday, Saturday, 12:00; (d) Monday, Wednesday, Friday, 1:45; (e) Monday, Wednesday, Friday, 2:45.

A general survey of English literature through the eighteenth century.

MISS JOHNSON, MISS LANHAM, MISS ROSE, MISS SPRUILL

26-27. *Advanced Composition* (2).

Open to sophomores, juniors, and seniors. Thursday, 12:00. MISS HARRIS

30-31x. *Fundamentals of English Composition*.

Required of juniors and seniors who have a condition in English composition. No credit. Tuesday, 1:45. MISS SPRUILL

32-33. *Shakespeare* (6).

Open to juniors and seniors. Required of students taking a major or a minor in English. Tuesday, Thursday, Saturday, 8:30.

Detailed study of three plays. Rapid reading of others. MISS HARRIS

[36. *Contemporary Drama* (1).]

Open to juniors and seniors. Tuesday, 1:45. MISS LANHAM

[37. *Contemporary Prose Fiction* (1).]

Open to juniors and seniors. Tuesday, 1:45. MISS LANHAM

38-39. *Old English* (6).

Open to juniors and seniors. Required of students taking a major or a minor in English. Monday, Wednesday, Friday, 1:45.

A study of the language, with selected readings from Old English prose and poetry. A study of Middle English during half the second semester.

MISS JOHNSON

40. *Milton* (3).

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

A study of the poetry and of selections from the prose of Milton.

MISS HARRIS

41. *Browning* (3).

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.

A study of Browning, supplemented by selections from Tennyson and Arnold.

MISS JOHNSON

42-43. *The Principles of Literary Criticism* (6).

Open to seniors. Tuesday, Thursday, Saturday, 9:30.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

MISS HARRIS

45. *American Literature of the Nineteenth Century* (3).

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00.

MISS HARRIS

46. *Chaucer (3).*

Open to juniors and seniors. Prerequisite: English 38-39. Monday, Wednesday, Friday, 9:30.

A study of the language and writings of Chaucer, with especial attention to *The Canterbury Tales*. MISS JOHNSON

[47. *English Romantic Poetry of the Nineteenth Century (3).*]

Open to juniors and seniors. Monday, Wednesday, Friday, 9:30.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott. MISS JOHNSON

49. *Eighteenth Century Prose (3).*

Open to juniors and seniors. Monday, Wednesday, Friday, 8:30.

A study of eighteenth century prose, with emphasis on Johnson and his circle. MISS SPRUILL

50-51. *Beowulf (2).*

Open to juniors and seniors. Prerequisite: English 38-39. Hour to be arranged. MISS JOHNSON

52. *The Contemporary Essay (1).*

Tuesday, 1:45. MISS LANHAM

53. *Contemporary Poetry (1).*

Tuesday, 1:45. MISS LANHAM

60. *The Teaching of English (3).*

Open to seniors taking a major or a minor in English. Monday, Wednesday, Friday, 8:30.

A review of the subject-matter and a study of the methods involved in teaching English in high school. Discussions, reports, papers, and conferences. MISS SPRUILL

History

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

¹ALICE BARNWELL KEITH, *Assistant Professor*

REMBERT WALLACE PATRICK, *Acting Assistant Professor*

The requirements for a major are 10, 11, 26, 27; two of 31, 34, 39, 42, 43; and six semester hours elected from courses numbered 30 or over.

The requirements for a minor are 10, 11, 26, 27; and two of 31, 34, 42, 43. History 10-11 is a prerequisite for all other courses in history.

¹ Absent on leave, 1939-1940.

10-11. *Historical Backgrounds of Modern Civilization* (6).

For freshmen and sophomores. Conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester. A loose-leaf notebook and a large amount of collateral reading required of each student. (a) Tuesday, Thursday, Saturday, 8:30; (b) Monday, Wednesday, Friday, 9:30; (c) Tuesday, Thursday, Saturday, 11:00; (d) Monday, Wednesday, Friday, 12:00; (e) Tuesday, Thursday, Saturday, 12:00; (f) Monday, Wednesday, Friday, 1:45.

26, 27. *American History* (6).

Prerequisite: History 10-11. A survey course. (a) Tuesday, Thursday, Saturday, 9:30; (b) Tuesday, Thursday, Saturday, 12:00.

MR. RILEY, MR. PATRICK

30. *European International Relations, 1871-1914* (3).

For juniors and seniors. A study of European diplomacy in the period before the World War. Tuesday, Thursday, Saturday, 11:00.

MRS. WALLACE

31. *Recent European History* (3).

For juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

MRS. WALLACE

34. *Political and Social History of the American Colonies* (3).

Prerequisite: History 26, 27. Monday, Wednesday, Friday, 11:00.

MR. PATRICK

35. *The British Empire* (3).

For juniors and seniors. Monday, Wednesday, Friday, 1:45.

MR. PATRICK

36. *Ancient History* (3).

Monday, Wednesday, Friday, 8:30.

For juniors and seniors. Designed to meet the needs of students of the classics, and of those preparing to teach on the high-school level.

MRS. WALLACE

37. *Medieval European History* (3).

Monday, Wednesday, Friday, 8:30. For juniors and seniors.

MRS. WALLACE

39. *Southern History* (3).

Monday, Wednesday, Friday, 11:00. Prerequisite: History 26, 27.

MR. PATRICK

42. *The United States in the Twentieth Century (3).*

Prerequisite: History 26, 27. Monday, Wednesday, Friday, 12:00.

MR. RILEY

43. *Studies in the Social History of the United States, 1829-1861 (3).*

Prerequisite: History 26, 27. Hours same as course 42. MR. RILEY

46. *National Government of the United States (3).*

Prerequisite: History 26, 27 or an equivalent. Monday, Wednesday, Friday, 9:30.

MR. PATRICK

47. *State and Local Government in the United States (3).*

Prerequisite: History 26, 27 or an equivalent. Hours same as 46.

MR. RILEY

60. *The Teaching of the Social Sciences (3).*

Tuesday, Thursday, Saturday, 12:00.

Open by permission of the instructor or the head of the department concerned to seniors taking a major in history or in sociology and economics. (Also described as Education 60. Credit in Education.) MRS. WALLACE

Home Economics

ELLEN DOZIER BREWER, *Professor*JENNIE M. HANYEN, *Associate Professor*

The requirements for a major are twenty-four semester hours of work in home economics. There must be as much as nine semester hours of work in textiles and clothing or twelve hours of work in foods.

The requirements for a minor are eighteen semester hours of work in home economics. There must be at least nine semester hours of work in textiles and clothing or nine semester hours of work in foods. If both textiles and clothing and foods are taken, only one elementary course may be counted toward the major or minor.

Students majoring in home economics with a view to teaching it should take all the courses listed below except Home Economics 32 and Home Economics 45.

10-11. *Textiles and Clothing (6).*

Lectures: Tuesday, Thursday, 9:30; Laboratory: (a) Monday, 11:00-1:00; Wednesday, 2:45-4:45; (b) Wednesday, Friday, 11:00-1:00.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction of simple outer and

inner garments for self. The use and care of sewing machines. Individual clothing budget. An analysis of textiles to find the relation between fiber, weave, adulteration, finish, cost, and quality. MISS HANYEN

20-21. *Foods and Cookery (6).*

Required of sophomores majoring in home economics. Open to other sophomores, juniors and seniors. Lecture: Friday, 1:45. Laboratory: (a) Monday, 1:45-4:45; Friday, 8:30-10:30; (b) Wednesday, 1:45-4:45; Friday, 2:45-4:45.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and of elementary nutrition. Attention to menu making and food costs, and opportunity of serving well balanced meals at a moderate cost.

MISS BREWER

30. *Nutrition (3).*

Prerequisites: Cookery 20-21 and Chemistry 20. Lectures: Wednesday, Friday, 12:00. Laboratory: Monday, 11:00-1:00.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions. MISS BREWER

31. *Advanced Foods (3).*

Prerequisite: Cookery 20-21. Lecture: Wednesday, 9:30. Laboratory: Monday, 10:00-1:00; Friday, 11:00-1:00.

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and serving of meals of various types.

MISS BREWER

32. *Home Cookery (3).*

Elective for juniors and seniors in all courses. Lecture: Tuesday, 1:45. Laboratory: Tuesday, 2:45-4:45; Thursday, 1:45-4:45.

A brief course in food selection, preparation, and service, planned for students majoring in other fields.

MISS BREWER

34. *Textiles and Clothing (3).*

Prerequisite: Textiles and Clothing 10-11. Lectures: Tuesday, Thursday, 1:45. Laboratory: Tuesday, Thursday, 2:45-4:45.

Advanced work in garment construction. Tailoring. Use of a foundation pattern in designing. Remodeling garments. Continuation of the study of textiles, including the source, characteristics, identification, and use of the fibers.

MISS HANYEN

35. *Home Nursing (1).*

Saturday, 8:30.

Prevention of illness in the home. Home care of the sick, including improvised nursing equipment. First-aid work necessary to meet emergencies within the home.

MISS HANYEN

37. *Child Development (2).*

Tuesday, Thursday, 8:30.

A study of the child from infancy through the pre-school period, dealing with pre-natal influence, home environment, and the physical, mental, and emotional development. Opportunity given for the observation of pre-school children.

MISS HANYEN

42. *Economics of the Home (3).*

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Management 40.

Lecture: Friday, 8:30. Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in home economics, and some experience in the organization and administration of a household.

MISS HANYEN

43. *Home Management (3).*

Tuesday, Thursday, Saturday, 12:00.

The application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family.

MISS BREWER

[45. *Textiles and Clothing (3).*]

Prerequisite: Textiles and Clothing 10-11, and Textiles and Clothing

34. Lecture: Monday, 1:45. Laboratory: Monday, 2:45-4:45; Friday, 1:45-4:45.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. The completion of the costume by designing and making of accessories.

MISS HANYEN

60. *Methods of Teaching Home Economics (3).*

Tuesday, Thursday, Saturday, 8:30.

A study of the methods of teaching home economics in high schools. Source materials. Related materials. Lesson planning. Study of methods of testing.

MISS HANYEN

70, 71. *Observation and Directed Teaching (3).*

Prerequisite or parallel: Home Economics 60. Teaching hours and conference periods to be arranged.

Opportunity given for observation and for supervised teaching in the city high schools to meet the requirements for a State A-grade certificate.

MISS HANYEN

Mathematics

ERNEST F. CANADAY, *Professor*

DORIS KATHERINE TILLERY, *Instructor*

The requirements for a major are twenty-four semester hours, which must include 10, 11, 20-21, 30-31.

The requirements for a minor are eighteen semester hours, which must include 10, 11, and 20-21.

10. *College Algebra (3).*

(a) Monday, Wednesday, Friday, 9:30; (b) Tuesday, Thursday, Saturday, 9:30; (c) Tuesday, Thursday, Saturday, 11:00; (d) Monday, Wednesday, Friday, 1:45.

TEXT: Kuhn and Weaver.

STAFF

11. *Trigonometry (3).*

(a) Monday, Wednesday, Friday, 9:30; (b) Tuesday, Thursday, Saturday, 9:30; (c) Monday, Wednesday, Friday, 1:45.

TEXT: Reitz, Reilly, and Woods.

STAFF

12-13. *General Mathematics (6).*

A course for freshmen majoring in music.

MISS TILLERY

20-21. *Plane and Solid Analytic Geometry (6).*

Prerequisite: Course 11. Monday, Wednesday, Friday, 8:30.

MR. CANADAY

30-31. *Differential and Integral Calculus (6).*

Prerequisite: Course 20-21. Monday, Wednesday, Friday, 11:00.

TEXT: Ford.

MR. CANADAY

33. *Solid Geometry (3).*

Monday, Wednesday, Friday, 2:45.

MISS TILLERY

40. *Theory of Equations (3).*

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Dickson.

MR. CANADAY

41. *College Geometry (3).*

Prerequisite: Course 20-21. Tuesday, Thursday, Saturday, 8:30.

TEXT: Altshiller Court.

MR. CANADAY

[60. *Methods of Teaching Mathematics (3).*]

Prerequisite: Course 20-21. Credit in Education. Tuesday, Thursday, Saturday, 9:30.

Review of subject-matter, study of methods involved in high-school teaching, investigation of high-school texts and materials, reading in mathematical history and current magazines.

MISS TILLERY

Modern Languages

CATHERINE ALLEN, *Professor*MARY LOUISE PORTER, *Associate Professor*RUTH COUCH ALLEN, *Instructor*ELLA McRAE STAGG, *Instructor*

FRENCH

The requirements for a major are 10-11, 22-23, 30-31, 42-43. The requirements for a minor are 10-11, 22-23, 30-31.

4-5. *Elementary French (6).*

A course for those who do not offer French for entrance. (a), (b) Monday, Wednesday, Friday, 8:30.

This course includes: (1) a practical study of grammar; (2) readings based on French life and institutions.

MISS PORTER

10-11. *Composition and Advanced Grammar (6).*

Prerequisite: French 4-5, or equivalent preparation. (a), (b) Monday, Wednesday, Friday, 9:30; (c), (d) Tuesday, Thursday, Saturday, 12:00; (e), (f) Monday, Wednesday, Friday, 1:45.

Review of French syntax; readings based on modern literature. A course intended to encourage appreciation of the language and of the civilization.

MISS PORTER, MISS STAGG

20-21. *Survey of French Literature (6).*

Prerequisite: French 10-11. (a), (b) Tuesday, Thursday, Saturday, 9:30.

A course providing a historical background and also biographical sketches, and including a brief review of grammar and composition.

MISS PORTER, MISS STAGG

22-23. *Historical Development of the French Drama (6).*

Tuesday, Thursday, Saturday, 9:30.

Special emphasis will be placed on seventeenth-century drama: Corneille, Racine, Moliere.

MISS ALLEN

30-31. *French Poetry (6).*

Prerequisite: French 22-23. Tuesday, Thursday, Saturday, 12:00.

The Middle Ages, the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth-century court and religious poetry. The seventeenth-century reform in poetry, the lyric element in the work of the classic writers. The eighteenth century; the end of classicism. The nineteenth-century romantic poetry, Parnassian poetry, contemporary poetry.

MISS ALLEN

42-43. *Development of the French Novel (6).*

Prerequisite: French 30-31. Monday, Wednesday, Friday, 12:00.

Origin of prose fiction in the Middle Ages. General tendencies of seventeenth-century fiction. The eighteenth century; the novel as a study of society. The historical novel of the nineteenth century. The tendency of contemporary fiction.

MISS ALLEN

60. *The Teaching of French (3).*

Monday, Wednesday, Friday, 2:45.

Reports and discussion of methods. Consideration of modern-language texts. *Modern Language Journal* read and discussed. Review of grammar.

MISS ALLEN

GERMAN

The requirements for a minor are 4-5, 10-11, 20-21.

4-5. *Elementary German (6).*

A course intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Tuesday, Thursday, Saturday, 11:00.

Grammar, prose composition, reading of short stories and plays by modern writers, conversation, dictation. Emphasis on German life, culture, and geography.

STAFF

10-11. German Literature (6).

A course presupposing a good knowledge of German grammar and the ability to understand simple German. Monday, Wednesday, Friday, 9:30.

Introduction to German literature. Outline of the history of German literature. Reading of selected dramas and poems of Lessing, Schiller, and Goethe, with a study of their lives.

Grammar, composition, and conversation continued.

STAFF

20-21. German Lyric Poetry (6).

Prerequisite: German 10-11.

Development of German lyric poetry from the earliest period to contemporary poetry.

German conversation. Conversation based on subjects connected with modern Germany, its life, customs, and institutions. An opportunity to acquire fluency and accuracy in the use of the language, a good working vocabulary, and much valuable information.

STAFF

Music

HARRY E. COOPER, *Professor*
 MAY CRAWFORD, *Associate Professor*
 ETHEL M. ROWLAND, *Associate Professor*
 AILEEN McMILLAN, *Assistant Professor*
¹EDGAR H. ALDEN, *Assistant Professor*
¹KATHERINE M. EIDE, *Assistant Professor*
 ELIZABETH LEE, *Instructor*
 CATHERINE C. CARL, *Acting Instructor*
 JEAN MARIE STEWART, *Acting Instructor*
 HELEN T. SHARP, *Acting Instructor.*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance.

Students who wish to major in any branch of music must demonstrate to the satisfaction of the head of the department that their talent and previous training are such that they are qualified to carry on the work in a satisfactory manner.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but without credit for such work.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH A MAJOR IN APPLIED MUSIC

<i>Freshman Year</i>	First Sem. Hrs.	Second Sem. Hrs.
English 10-11	3	3
Foreign language 10-11	3	3
History 10-11	3	3
Solfeggio 16.0-17.0	1	1
Harmony 10.0-11.0	2	2
Applied music	3	3

¹ Absent on leave, 1939-1940.

<i>Sophomore Year</i>		First Sem. Hrs.	Second Sem. Hrs.
English 20-21		3	3
Religion 16-17		3	3
Solfeggio 26.0-27.0		1	1
Harmony 20.0-21.0		2	2
Music History 20.1-21.1		2	2
Applied music		4	4

<i>Junior Year</i>			
Psychology 20		3	..
Science or mathematics		3	3
Non-music elective .....		..	3
Solfeggio 36.0-37.0		1	1
Form and Analysis 32.0-33.0		2	2
Theory elective		2	2
Applied music		4	4

<i>Senior Year</i>			
Art or Speech		2	..
Non-music electives		7	9
Theory elective		2	2
Applied music		4	4

At least twenty-four semester hours of applied music must be taken in the major (piano, organ, violin, violoncello, or voice) and the remaining six hours may be taken in the other applied fields. Proficiency in the major field must be such as to qualify for a creditable senior recital.

Majors in voice, violin, violoncello, and organ must attain a reasonable proficiency in piano.

Majors in organ should elect: Counterpoint, four semester hours (junior year) and Canon and Fugue, two semester hours (senior year).

A senior recital is required of all majors in applied music.

Choir is required four years; credit, one-half semester hour per year, to be counted in "electives."

Students who desire to qualify for the state certificate in a field of applied music (only) should elect the following courses:

Educational Psychology 31.....	3 semester hours
Secondary Education 32.....	3 semester hours
Education elective.....	6 semester hours
Pedagogy	3 semester hours
Directed Teaching.....	3 semester hours

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE WITH
A MAJOR IN PUBLIC SCHOOL MUSIC

<i>Freshman Year</i>	First Sem. Hrs.	Second Sem. Hrs.
English 10-11	3	3
Foreign language 10-11	3	3
History 10-11	3	3
Solfeggio 16.0-17.0	1	1
Harmony 10.0-11.0	2	2
Piano	3	3

<i>Sophomore Year</i>		
English 20-21	3	3
Religion 16-17	3	3
Solfeggio 26.0-27.0	1	1
Harmony 20.0-21.0	2	2
Music History 20.1-21.1	2	2
Piano	2	2
Voice	2	2

<i>Junior Year</i>		
Psychology 20	3	..
Educational Psychology 31 .....	..	3
Science or mathematics	3	3
Solfeggio 36.0-37.0	1	1
Form and Analysis 32.0-33.0	2	2
Methods (Lower Grades)	3	..
Methods (High School) .....	..	3
Theory or elective in applied music	3	3

<i>Senior Year</i>		
Secondary Education 32	3	..
Education elective .....	..	3
Art or Speech .....	..	2
Conducting 40.6	2	..
Pedagogy	3	..
Wind Instruments Class	2	..
Stringed Instruments Class .....	..	2
Directed Teaching .....	..	3
Theory or elective in applied music	2	2
Non-music elective	3	3

Choir is required four years; credit, one-half semester hour per year, to be counted in "electives."

MINOR IN MUSIC

Solfeggio 16.0-17.0	2 semester hours
Harmony 10.0-11.0	4 semester hours
Music Appreciation 23.2	2 semester hours
Theory elective	2 semester hours
Piano	4 semester hours
Electives in applied music	4 semester hours

Students who are minoring in music and expect to teach music in addition to their major subjects should take, in addition to the above courses, Methods 38.6 (three semester hours) and Methods 39.6 (three semester hours), which may count as education.

EQUIPMENT

Seven grand pianos, forty upright pianos, a two-manual and pedal harmonium, a large three-manual organ, two two-manual organs, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

STUDENT RECITALS

Student recitals are held bi-weekly, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, violin, or violoncello will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

CONCERTS

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is the hearing of concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music, too, are active as recitalists, and the faculty concerts given throughout the college

year include works from all schools of composition, and for organ, piano, violin, violoncello, voice, and combinations of these instruments, and are a very important part of the life of the college.

SUPPLIES

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The store does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store, with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

THEORETICAL COURSES

10.0-11.0. *Harmony* (4).

Required of freshmen majoring in music. (a) Wednesday, Friday, 8:30; (b) Wednesday, Friday, 12:00.

A course beginning with scales, intervals, and chord formation. Harmonizing melodies and figured basses on paper and at the keyboard through the dominant seventh chord and inversions.

Text: Heacox-Lehmann, *Lessons in Harmony*.

MISS CARL

16.0-17.0. *Solfeggio* (2).

Required of freshmen majoring in music. Tuesday, Thursday, Saturday, 8:30.

A study of all phases of music through sight-singing and dictation, beginning with very easy exercises and proceeding gradually to those involving complex rhythms. A laboratory course meeting three times a week for one hour and requiring no preparation.

Book fee: \$1.00 per semester.

MISS SHARP

11.6. *Public School Music for Grade School Teachers* (2).

Prerequisite: 10.6. Monday, Friday, 2:45.

A study of the methods of presenting music to children in the grades. Designed to meet the needs of the regular grade-school teacher.

Book fee: \$1.00.

MISS SHARP

20.0-21.0. *Advanced Harmony* (4).

Prerequisite: Harmony 10.0-11.0. Required of sophomores majoring in music. Tuesday, Thursday, 11:00.

A continuation of Harmony 10.0-11.0. Secondary seventh chords, altered chords, modulation, dominant ninth chords, non-harmonic tones. Original work and keyboard harmony as in 10.0-11.0.

MISS CARL

26.0-27.0. Solfeggio (2).

Prerequisite: Solfeggio 16.0-17.0. Required of sophomores majoring in music. Monday, Wednesday, Friday, 11:00.

A continuation of Solfeggio 16.0-17.0, using the same methods and text. More advanced work, including a study of the 1st, 3d, and 4th lined C clefs, as well as the G and F clefs studied in Solfeggio 16.0-17.0.

Book fee: \$1.00 per semester.

MISS CARL

20.1-21.1. The History of Music (4).

Prerequisites: English 10-11 and History 10-11. Required of students majoring in music. Tuesday, Thursday, Saturday, 8:30.

First semester: A detailed study of the history of music from primitive times to the end of the seventeenth century.

Second semester: Continued study from the beginning of the eighteenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

Text: Finney, *History of Music*.

MISS STEWART

23.2. Appreciation of Music (2).

Monday, Wednesday, Friday, 8:30.

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors. Open to sophomores, juniors, and seniors.

MISS CARL

30.0-31.0. Counterpoint (4).

Prerequisite: Harmony 20.0-21.0. Monday, Wednesday, 9:30.

Strict counterpoint in all five species in two, three, and four parts.

Text: Gladstone, *Strict Counterpoint*.

MR. COOPER

32.0-33.0. Form and Analysis (4).

Prerequisite: Harmony 20.0-21.0. Required of juniors majoring in music. Wednesday, Friday, 11:00.

An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms carried through to the sonata.

Texts: Goetschius, *Homophonic Forms*; Goetschius, *Music Form*; Hadow, *Sonata Form*.

MR. COOPER

34.0. Church and Choral Music (3).

A study of the field of church music from both historical and practical viewpoints. Hymns and congregational singing. Choirs, choir directing, and choir literature. The organ and its use in the church. Hours to be arranged.

MR. COOPER

34.6 *The Teaching of Piano (3).*

Tuesday, Thursday, Saturday, 8:30.

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students. Observation and directed teaching under the supervision of the instructor.

MISS CRAWFORD

36.0-37.0. *Solfeggio (2).*

Prerequisite: Solfeggio 26.0-27.0. Required of juniors majoring in music. Tuesday, Thursday, Saturday, 9:30.

A continuation of the work of Solfeggio 26.0-27.0, involving a study of all the clefs and difficult exercises in one, two, and three parts. Special attention given to harmonic dictation in four parts.

Book fee: \$1.00 per semester.

MISS CARL

36.6. *The Teaching of Stringed Instruments (3).*

Monday, Wednesday, Friday, 8:30.

A short résumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement. Observation and directed teaching under the supervision of the instructor.

MISS STEWART

38.6. *Materials and Methods of Teaching Music in the Grades (3).*

Prerequisite: Solfeggio 16.0-17.0. Required of juniors in public school music. Hours to be arranged.

A study of the various texts in use in the elementary grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year, methods of interesting children in music. Selection and presentation of rote song; the child voice in singing; the unmusical child; introduction of staff notation and the beginning of music reading; directed listening.

Book fee: \$1.00.

MISS SHARP

39.6. *Materials and Methods of Teaching Music in the High School (3).*

Required of juniors in public school music. Hours to be arranged.

A study of the texts in use in the junior and senior high school. The adolescent voice and its care; testing and classification of voices.

The organization and conduct of a high-school department of music. Songs and texts suitable for high-school use.

Book fee: \$1.00.

MISS SHARP

40.0-41.0. Composition (4).

Prerequisite: Counterpoint 30.0-31.0 and Form and Analysis 32.0-33.0. Hours to be arranged.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week.

MR. COOPER

40.1. Interpretation (2).

Monday, Wednesday, 8:30.

A course designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the esthetic principles involved in their development. Special attention to the study of musical ornamentation. An analysis of compositions studied by different members of the class.

MISS CRAWFORD

44.1. The Development of the Symphony (2).

Prerequisite: Music History 20.1-21.1 or Music Appreciation 23.2. Wednesday, Friday, 1:45.

The history of the symphony, with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

MISS STEWART

40.3-41.3. Chamber Music (2).

Hours to be arranged.

A practical study of the classical and modern works of chamber music from the easy sonatas of Haydn and Mozart through trios, quartets, and quintets by Beethoven, Mendelssohn, Schubert, Schumann, Brahms, Franck, and others. A laboratory course meeting for three hours a week.

MISS STEWART

40.6. Conducting (2).

Required of students majoring in public school music. Tuesday, Thursday, 1:45.

Essentials in conducting, baton technique. A study of hymns, standard anthems, and church music in general. Practical experience in conducting in the college choir.

MISS STEWART

41.6. Orchestration (2).

Prerequisites: Harmony 20.0-21.0, Counterpoint 30.0-31.0. Required of students majoring in public school music. Tuesday, Thursday, 1:45.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

MISS STEWART

41.1. *Canon and Fugue (2).*

Prerequisite: Counterpoint 30.0-31.0. Required of seniors majoring in organ or composition. Hours to be arranged.

A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint.

TEXTS: Bridge, *Double Counterpoint* and Higgs, *The Fugue*.

MR. COOPER

46.6, 47.6. *Observation and Directed Teaching in Applied Music (3).*

This work is to be done in connection with course 34.6-35.6 or 36.6-37.6, under the direction of the professor giving such course. In some cases a limited amount of this credit is allowed toward the requirement in directed teaching for the certificate.

48.6, 49.6. *Observation and Directed Teaching (3).*

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken.

MISS SHARP AND STAFF

ENSEMBLE

10.6. *Voice Class (1).*

Monday, Wednesday, Friday, 2:45.

A course in the fundamentals of voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

Book fee: \$1.00.

MISS SHARP

26.5. *Wind Instrument Class (2).*

Required of sophomores in public school music. Hours to be arranged.

A practical study of the technique of at least two wind instruments. One class lesson and three hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MISS STEWART

37.5. *Stringed Instruments (2).*

Required of seniors in public school music. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and three hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MISS STEWART

30.3-31.3. Piano Ensemble (2).

Hours to be arranged.

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS CRAWFORD

34.3-35.3. Stringed Instrument Ensemble (2).

Hours to be arranged.

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight reading and rhythm as in Ensemble 30.3-31.3. A laboratory course meeting for three hours a week and requiring no preparation.

Fee: \$4.50 per semester for rent of instrument.

MISS STEWART

Choir (1½ each year).

A requirement for all students majoring in music. An opportunity for studying the best music and of frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert in the spring. At the discretion of the director, membership in the choir is open to students not majoring in music who possess good voices.

Fee: \$1.00.

Orchestra (1).

An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

Criticism Class.

A class meeting once a week in which students criticize one another's work. Attendance required of any student of applied music at the discretion of the teacher.

Any teacher may require his students in applied music to attend a criticism class once a week, in which students perform for one another and criticize one another's work.

APPLIED MUSIC

All courses in applied music require three hours practice per week for each semester hour credit; for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted

to take more than eight semester hours of applied music in any one semester. The work in applied music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

PIANO

MISS CRAWFORD, MISS McMILLAN, MISS LEE

10.5-11.5. *Freshman Piano.*

Studies of the difficulty of Czerny Op. 299, Loeschhorn Op. 66, Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg, and other pieces of similar difficulty.

20.5-21.5. *Sophomore Piano.*

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Döring *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2; pieces by MacDowell; Chopin Preludes, Nocturnes, Waltzes; Chaminade, and other composers.

30.5-31.5. *Junior Piano.*

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

40.5-41.5. *Senior Piano.*

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes*; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

ORGAN

MR. COOPER

12.5-13.5. *Freshman Organ.*

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

22.5-23.5. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilmant, Mendelssohn; simpler works of the modern schools; hymn playing and accompanying.

32.5-33.5. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas* and *Concertos*; sonatas by Guilmant, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers; service playing.

42.5-43.5. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

VIOLIN

MISS STEWART

14.5-15.5. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Bériot and Accolay; sonatinas by Schubert.

24.5-25.5. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

34.5-35.5. Junior Violin.

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

44.5-45.5. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

VIOLONCELLO

¹ MISS EIDE*16.5-17.5, 26.5-27.5, 36.5-37.5, 46.5-47.5.*

In accordance with the modern development of the 'cello as a solo instrument, the student is required to complete a course of technical preparation

¹ Absent on leave, 1939-1940.

equal to that required by the highest standards of violin technic. For graduation, the study of etudes by Grützmacher, Duport, and Franchomme will be required and music of the difficulty of the Golterman, Saint-Saëns, and earlier Beethoven sonatas.

VOICE

MISS ROWLAND, MISS SHARP

18.5-19.5. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai, supplemented by technical exercises for freedom and the development of tone production; the simpler songs from classical and modern composers.

28.5-29.5. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian pronunciation; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

38.5-39.5. Junior Voice.

More advanced technique; vocalizations by Concone; Lütgen, and others; French and German pronunciation; songs by composers of classical and representative American composers; easier solos from the oratorios.

48.5-49.5. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Philosophy and Psychology

EDGAR HERBERT HENDERSON, *Professor*

SALLIE B. MARKS, *Assistant Professor*

Psychology 20 is the prerequisite to all other courses in psychology. Those beginning the study of philosophy should take Philosophy 20. The requirements for a major in philosophy are Psy. 20, Phil. 20, 21, 30, 31; and nine semester hours selected from the following: Phil. 41, Psy. 21, 30, 32, 35, 40, 41; Educ. 31, 45.

The requirements for a minor in philosophy are Phil. 20, 21, 30, 31, and six semester hours selected from the courses listed above as electives for a major in philosophy.

The requirements for a major in psychology are Psy. 20, 21, 32, 35, and twelve semester hours selected from the following: Psy. 30, 33, 40, 41; Phil. 20, 21, 30, 31, 41; Educ. 31.

The requirements for a minor in psychology are Psy. 20, 21, 32, 35; and six semester hours selected from the courses listed above as electives for a major in psychology.

The Department of Education of the State of North Carolina credits as electives for the professional requirements the following courses in psychology: 21, 30, 33, 35.

PHILOSOPHY

20. *History of Ancient and Medieval Philosophy (3).*

Monday, Wednesday, Friday, 9:30. Open to sophomores and upper-classmen.

An introduction to philosophy by way of its history. Special emphasis upon the classical Greek philosophy, as exhibited in Socrates, Plato, Aristotle.

MR. HENDERSON

21. *History of Modern Philosophy (3).*

Monday, Wednesday, Friday, 9:30. Open to sophomores and upper-classmen. May be taken, with permission, by those who have not taken Phil. 20.

Special emphasis upon Bacon, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel.

MR. HENDERSON

30. *Ethics (3).*

Tuesday, Thursday, Saturday, 8:30. Open to seniors, and to juniors by permission.

An attempt to formulate a system of ethics in the light of the development of ethical ideas and the theory of value.

MR. HENDERSON

31. *Philosophy of Plato (3).*

Tuesday, Thursday, Saturday, 8:30. Open to seniors, and to juniors by permission.

An attempt to discover the basic ideas of Plato's teaching.

MR. HENDERSON

40. *Problems of Philosophy (3).*

Tuesday, Thursday, Saturday, 9:30. Open to seniors, and to juniors by permission.

An introduction to the general field of philosophy for those who do not intend to take any other courses in the subject. MR. HENDERSON

41. *Contemporary Philosophy (3).*

Tuesday, Thursday, Saturday, 9:30. Open to seniors, and to juniors by permission.

A survey and appraisal of the major trends of Western philosophic thought since 1900. MR. HENDERSON

PSYCHOLOGY

20, 20S. *General Psychology (3).*

Open to sophomores. Lectures, Tuesday, Thursday, 11:00; section meetings as follows: (a) Monday, 9:30; (b) Tuesday, 2:45; (c) Thursday, 2:45; (d) Saturday, 11:00. Second semester, 20S. Tuesday, Thursday, Saturday, 8:30. STAFF

21. *General Psychology (3).*

Lectures: Tuesday, Thursday, 11:00. Laboratory: Wednesday, 2:45-4:45.

A continuation of Psychology 20, with emphasis on laboratory work.

STAFF

30. *Mental Hygiene and Abnormal Psychology (3).*

Tuesday, Thursday, Saturday, 8:30. Open to juniors and seniors.

A survey of the problems of maladjustment in their relation to normal mental life. MISS MARKS

32. *Psychology of Feelings and Emotions (3).*

Monday, Wednesday, Friday, 8:30. Open to juniors and seniors.

An examination of the present knowledge of feelings and emotions, together with applications to problems of education, social and political life, war and peace, etc. MR. HENDERSON

33F, 33. *Child and Adolescent Psychology (3).*

Open to juniors and seniors. Monday, Wednesday, Friday, 11:00, each semester.

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence. MISS MARKS

35. *Social Psychology. (3).*

Monday, Wednesday, Friday, 8:30. Open to juniors and seniors. A study of the psychology of social and political phenomena.

MR. HENDERSON

40-41. *Psychological Problems (6).*

Hours by appointment, and credit not to exceed three hours a semester, in proportion to amount of work done. Open only to seniors having permission of the head of the department.

Reading and laboratory investigation under direction.

MR. HENDERSON

Physical Education

BETTY BARNARD ADKERSON, *Director*

GERTRUDE ROYSTER SORRELL, *Assistant Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special work adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, badminton, volleyball, hockey, and archery. Horses, with the services of a riding master, are available at a moderate price. At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament, letters are awarded. The athletics committee of the faculty, with the physical director and the assistant director, has control of all field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at the college before they provide themselves with an outfit. The suit selected by the department is economical, and is the standard uniform.

Resident students are required to take two hours a week of physical education. Seniors who have credit for six semester hours are allowed optional attendance. The credit for physical education is not counted as a part of the one hundred twenty semester hours required for the degree. Students who desire credit for physical education will be allowed two semester hours of credit for each of the three courses, 10-11, 20-21, 30-31 completed at Meredith, and the number of semester hours required for a degree will be increased according to the number of semester hours of physical education counted.

As far as possible, students are organized in classes according to the number of years that they have had the work. Students are graded in physical education on the basis of faithfulness, punctuality, and efficiency.

In each course offered the chief aims are to improve the general health,

to train and cultivate habits of good posture, to develop flexibility and co-ordination, to stress the recreational side of all sports and games, and to develop better skills in all sports.

10-11. Physical Education.

Two hours a week for the year. Required of freshmen.

Corrective gymnastics, fundamental rhythms, folk and tap dancing, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports.

MISS ADKERSON, MRS. SORRELL

14, 15. Modified Course in Gymnastics.

Two hours a week, either semester.

A course including walking, light work in the gymnasium, games, and minor sports. For students needing special attention in posture training, and for those whose strength and endurance render the regular work in gymnastics questionable.

MISS ADKERSON, MRS. SORRELL

20-21. Physical Education.

Two hours a week for the year. Required of sophomores.

Prerequisite: 10-11. Corrective gymnastics, rhythms, folk and tap dancing, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports. A course in natural rhythms may be elected by a limited number taking the course.

MISS ADKERSON, MRS. SORRELL

30-31. Physical Education.

Two hours a week for the year. Required of juniors.

Prerequisites: 10-11, 20-21. Corrective gymnastics, rhythms, folk and tap dancing, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports. A course in natural rhythms may be elected by a limited number taking the course.

MISS ADKERSON, MRS. SORRELL

40-41. Technique of Teaching Sports. Methods of Coaching and Officiating.

This course may be substituted for 30-31 by students interested in high-school athletics.

Fall—Hockey, basketball, tap dancing, tennis. Spring—Soccer, baseball. Also recreational sports, archery, croquet, horseshoes, and badminton.

MISS ADKERSON

60-61. Methods and Materials for Teaching Physical Education.

Elective for juniors and seniors. Two semester hours credit for the year allowed by the State Department for those who apply for a primary certificate or a grammar-grade certificate.

This course includes story plays, singing games, rhythmic plays, school-room and playground games, educational and corrective gymnastics, and folk dances. A notebook is required. This course may be substituted for the required work in physical education. This course is arranged to meet the increasing demands for teachers of general subjects who are qualified to assist in physical education in the public schools. MRS. SOBRELL

Physics, Geography

J. GREGORY BOOMHOUR, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

PHYSICS

30-31. *General Physics (6).*

Open to juniors and seniors. Two hours lecture and three hours laboratory. Lectures: Tuesday, Thursday, 11:00. Laboratory: Monday, 1:45-4:45.

A study of the elementary and fundamental principles of physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. The use of trigonometry and logarithms is required. MR. BOOMHOUR

GEOGRAPHY

30. *Principles of Human Geography (3).*

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man. MISS ENGLISH

31. *Geography of North America (3).*

Open to sophomores and juniors. Monday, Wednesday, Friday, 1:45.

Each of the natural divisions of the continent studied with regard to its physical features, resources, and economic activities. MISS ENGLISH

Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

ISAAC MORTON MERCER, *Associate Professor*

Each student is required to take during her freshman or sophomore year six semester hours of religion, Religion 16, 17.

The requirements for a major are 16-17, and eighteen semester hours from other courses.

The requirements for a minor are 16-17, and twelve semester hours from other courses.

16-17. *Bible History (6).*

(a) Monday, Wednesday, Friday, 8:30; (b) Tuesday, Thursday, Saturday, 8:30; (c) Monday, Wednesday, Friday, 9:30; (d) Tuesday, Thursday, Saturday, 9:30; (e) Tuesday, Thursday, Saturday, 11:00; (f) Monday, Wednesday, Friday, 12:00. (a), (b), (c), (d) open to freshmen. (e), (f) open to sophomores.

Text: *American Standard Version of the Bible*. Smythe, *How We Got Our Bible*. STAFF

24. *Religious Education (3).*

Monday, Wednesday, Friday, 11:00.

A general introduction to religious education, particular attention being given to its principles and institutions.

Text: Price, *An Introduction to Religious Education*.

MR. FREEMAN

25. *Missions (3).*

Open to sophomores and juniors. Prerequisites: 16-17. Monday, Wednesday, Friday, 11:00.

The Biblical grounds for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad.

MR. MERCER

[30. *Old Testament Interpretation (3).*]

Prerequisite: Religion 16. Monday, Wednesday, Friday, 1:45.

Selections from the prophetic and poetical writings.

MR. FREEMAN

[31. *Inter-Biblical History and Literature (3).*]

Prerequisite: Religion 16. Monday, Wednesday, Friday, 1:45.

MR. FREEMAN

32. *The Modern Sunday School (3).*

Monday, Wednesday, Friday, 11:00.

Sunday School organization, management, and teaching methods. Some time given to lesson construction. Opportunity is given for work in near-by Sunday Schools. Several books included in the study course of the Southern Baptist Sunday School Board used. Approved students with high scholastic standing allowed to do some field work in coöperation with State Board agencies.

MR. FREEMAN and MISS KICHLINE

[33. *Christian Doctrines (3).*]

Open to juniors and seniors. Tuesday, Thursday, Saturday, 11:00.

A brief course in what is commonly called theology. The fundamental teachings of God's Word concerning God himself, His existence, nature and activities, man and sin, salvation and the kingdom of God, the Church, and the future life.

MR. MERCER

34.0. *Church and Choral Music (3).*

For description of course, see Church and Choral Music 34.0, p. 67.

35. *Biblical Literature (3).*

Open to sophomores, juniors, and seniors. Monday, Wednesday, Friday, 1:45.

Representative selections from both the Old and the New Testament, studied as literature. Attention given to the circumstances under which the various kinds of literature were produced. Emphasis placed on reading the Bible for understanding and appreciation.

MR. FREEMAN

36. *New Testament Interpretation. (3).*

Prerequisite: Religion 17. Monday, Wednesday, Friday, 1:45.

MR. FREEMAN

39. *The Principles of Church Efficiency (3).*

Not open to freshmen. Monday, Wednesday, Friday, 11:00.

A brief survey of American Baptist history; methods of promoting the efficiency of local churches.

Various forms of activity in the local church. The organization and work of the W. M. U., the B. T. U. and the Daily Vacation Bible School. Religious surveys, methods of enlistment, evangelism, and the social side of church life. Approved students with high scholastic standing allowed to do some field work as allowed in Religion 32.

MR. MERCER and MISS KICHLINE

40. *The History of Religion (3).*

Open to juniors and seniors. Tuesday, Thursday, Saturday, 12:00.

The most important religions of the past and present studied with a view to understanding their principal teachings and influence. MR. FREEMAN

41. *Outlines of Christian History (3).*

Tuesday, Thursday, Saturday, 12:00.

[44. *Christian Ethics (3).*]

Open to juniors and seniors. Tuesday, Thursday, Saturday, 9:30.

The moral principles of Christianity studied with reference to present-day social problems. MR. FREEMAN

[45. *Present-day Religious Problems (3).*]

Open to juniors and seniors. Tuesday, Thursday, Saturday, 12:00.

Several of the most important tendencies of religion. Opportunity for considerable reading. MR. FREEMAN

General Science

The members of the staff are given with the departments.

The requirements for a major are Biology 12-13, Chemistry 10-11, Physics 30-31, an advanced laboratory course in biology or Chemistry 20-21, and elective courses in science to make a total of thirty semester hours. Mathematics 10-11 is required of students majoring in general science.

The requirements for a minor are Biology 12-13, Chemistry 10-11 and Physics 30-31. A student majoring in home economics may have a minimum of two semester hours of physics, provided she takes additional work in other laboratory sciences to make a total of eighteen semester hours.

Sociology and Economics

MAUDE CLAY LITTLE, *Assistant Professor*

The requirements for a major are twenty-four semester hours, including 26, 27, 47, 48. The requirements for a minor are eighteen semester hours, including 26, 27.

20-21. *Principles of Economics* (6).

Not open to freshmen. Monday, Wednesday, Friday, 9:30.

26. *Principles of Sociology* (3).

Not open to freshmen. Prerequisite to all other sociology courses. Tuesday, Thursday, Saturday, 8:30.

27. *Social Problems* (3).

Tuesday, Thursday, Saturday, 8:30.

A study of social pathology—problems found in the family, community, economic and political institutions; a treatment of personal disorganization.

31. *Crime* (3).

Monday, Wednesday, Friday, 11:00.

Criminology and penology; contemporary theory and practice in the study and treatment of the criminal.

34. *Urban Sociology* (3).

Monday, Wednesday, Friday, 12:00.

The sociology of city life; urban growth; the effects of urban life upon personality and culture.

42. *Race Problems (3).*

Tuesday, Thursday, Saturday, 9:30.

The history, causes, and effects of immigration; methods of assimilation.

43. *Social Control (3).*

Monday, Wednesday, Friday, 12:00.

The processes, mechanisms, and agencies of control in human groups.

47. *The Family (3).*

Tuesday, Thursday, Saturday, 9:30.

Development of the family; marriage and family adjustment; family relationships; social change and problems of the modern family.

48. *Social Theory (3).*

Monday, Wednesday, Friday, 11:00.

Early social thought; development of sociology; recent theories of society.

Speech Arts

FRANCES M. BAILEY, *Instructor*

The requirements for a minor are eighteen semester hours which must include 32 and 40-41.

10-11. *Fundamentals of Speech (6).*

Open to freshmen and sophomores. (a) Monday, Wednesday, Friday, 8:30; (b) Monday, Wednesday, Friday, 9:30; (c) Monday, Wednesday, Friday, 11:00.

A study of the elements of speech and principles of effective speaking. Designed as a general preparation in speech. A foundation course which will serve the needs of the student who is interested in general improvement as well as in speech training.

31. *Interpretive Reading (2).*

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 9:30.

Study and practice in the analysis and presentation of various types of literature, with special emphasis upon contemporary prose and poetry.

32. *Public Speaking (2).*

Prerequisite: Speech 10-11 or its equivalent. Open to sophomores, juniors, and seniors. Tuesday, Thursday, 9:30.

Continuation of Speech 10-11, with emphasis on the preparation and delivery of various types of speeches.

33. *Group Discussion and Parliamentary Procedure (2).*

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 11:00.

A study of the various forms of group discussion, such as open forums, symposiums, and panel discussions, with practical application to public questions of current interest. Rules of parliamentary procedure utilized and practical applications made.

34. *Debate (2).*

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 11:00.

Study and practice in the principles of debate and argumentation, analysis, evidence, proof, refutation, and fallacies.

36. *History of the Theatre (2).*

Open to sophomores, juniors, and seniors. Tuesday, Thursday, 11:00.

Primarily for students minoring in dramatic art. A short history of theatrical art from its beginnings to the present day. Either 34 or 36 to be offered, according to demand.

38, 39. *Choral Reading (2).*

Open to any regularly enrolled student. Tuesday, Thursday, Saturday, 8:30.

Study and practice in interpretation of poetry and improvement of speech. Special emphasis on vigorous articulation, good enunciation and pleasant tone through group work. No outside preparation. Not offered for less than ten.

40-41. *Play Production (6).*

Open to juniors and seniors. Monday, Wednesday, Friday, 12:00.

Designed for those who are to direct high-school groups. A consideration of the technical procedure in the mounting of a play. Practice work in directing afforded through the presentation of short plays for class-room study.

COMMENCEMENT, 1939

SYDNOR L. STEALEY, TH.M., PH.D.
Baccalaureate Sermon

CHARLES B. HOWARD, A.B.
Missionary Sermon

HUBERT McNEILL POTEAT, A.M., PH.D.
Literary Address

Degrees and Diplomas Awarded to the Class of 1939

Abernethy, Lena Gertrude, A.B.	Charlotte
Aikman, Janet Louise, A.B.	Maplewood, N. J.
Andrews, Frances Scott, A.B.	Burlington
Avant, Lois S., A.B.	Tryon
Aycock, Lucile Best, A.B.	Raleigh
Ball, Nellie Augusta, A.B.	Raleigh
Barnes, Anne Myrtle, A.B.	Wendell
Bashford, Louise Littleton, A.B.	Raleigh
Batchelor, Frances, A.B.	Sharpsburg
Behrman, Sadie Barbara, A.B.	Greensboro
Biggs, Mollie Louise, A.B.	Lumberton
Brannan, Bertie Lucile, A.B.	Smithfield
Brickhouse, Lillian, A.B.	Creswell
Byrum, Dorothy McGee, A.B.	Raleigh
Clarke, Sada Louise, A.B.	Severn
Collier, Mary Kate, A.B.	Whiteville
Coward, Annie Elizabeth, A.B.	Goldsboro
Crawford, Dorothy Lydia, A.B.	Goldsboro
Critcher, Alta Anna, A.B.	Williamston
Critcher, Mildred Ann, A.B.	Lexington
Croom, Ava Grace, A.B.	Kinston
Currin, Jessie Marshall, A.B.	Henderson
Dale, Alice Pridgen, A.B.	Kinston
DeVault, Doris, A.B.	Butler, Tenn.
DeVault, Dorothy, A.B.	Butler, Tenn.
Djang, Lily Chow, B.S.	Shanghai, China
Doub, Miriam Alene, A.B.	Raleigh
Eighme, Helen Lee, A.B.	Raleigh
Ernest, Mary Lee, A.B.	Greenville, Ala.
Forney, Minnie Anna, A.B.	Lawndale
Freeman, Edith Holmes, A.B.	Gates
Garvey, Helen Brown, A.B.	Winston-Salem
Gavin, Mary Caudle, A.B.	Sanford
Gilbert, Nina Elizabeth, A.B.	Benson

Glasgow, Alice Mae, A.B.	Roanoke Rapids
Green, Janie Beryl, A.B.	Raleigh
Guy, Mary Eloise, A.B.	Statesville
Hagler, Dorothy Lee, A.B.	Gastonia
Herring, Thomasine Janera, A.B.	Kinston
Holland, Margaret Louise, A.B.	Nassawadox, Va.
Howell, Sarah Elizabeth, B.S.	Suffolk, Va.
Hunt, Julia Cathleen, A.B.	Lattimore
Ingle, Zubie, A.B.	Statesville
Jackson, Ava Elizabeth, A.B.	Raleigh
Johnson, Anna Lee, A.B.	Apex
Johnson, Blanche Cecelia, A.B.	Canton
Johnson, Catherine Tillery, A.B.	Winston-Salem
Jones, Helen Judson, A.B.	Selma
Jones, Lucile Crouch, A.B.	Concord
Kalmar, Katherine Eugenia, A.B.	Goldsboro
Kitchin, Lydia Bruce, A.B.	Scotland Neck
Lanier, Eleanor Ernestine, A.B.	Raleigh
Levine, Evelyn, A.B.	Estill, S. C.
Liles, Margaret Lee, A.B.	Shelby
Lindley, Mary Jane, A.B.	Winston-Salem
McLendon, Eranda, A.B.	Kenansville
Martin, Edna Earl, A.B.	Mount Olive
Martin, Mary, A.B.	Lexington
Maynard, Lillian, A.B.	Apex
Midgett, Kathleen, A.B.	Elizabeth City
Moore, Edna Lou, A.B.	Saint Pauls
Murata, Kazue, A.B.	Omi-Hachiman, Japan
Murray, Anne Pershing, A.B.	Raleigh
Parker, Doris Shield, A.B.	Colerain
Parker, Joy Frances, A.B.	New Bern
Pearce, Marjorie Ruth, A.B.	Raleigh
Peebles, Charlotte Wayne, A.B.	Apex
Price, Frances Elizabeth, A.B.	Pine Level
Rasberry, Martha Turnage, A.B.	Farmville
Reddick, Julia Ward, A.B.	Fountain
Reich, Dorothy, A.B.	Winston-Salem
Richardson, Elizabeth Thompson, A.B.	Raleigh
Riddle, Linda Long, A.B.	Raleigh
Rogers, Lucy, A.B.	Harbor Island
Sears, Dorothy Anna, A.B.	Apex
Shelley, Alice, A.B.	Tabor City
Snyder, Flora Mae Holland, A.B.	Raleigh
Sommerville, Anna Bird, A.B.	Raleigh
Strickland, Ruth Waldo, A.B.	Cary
Stroud, Paulyne Lovelace, B.S.	Kinston

Summerlin, Frances Albritton, A.B.	Mars Hill
Tarleton, Annie Lee, A.B.	Wadesboro
Thomasson, Betty Marchant, A.B.	Danville, Va.
Tuttle, Geraldine Carter, A.B.	Winston-Salem
Upchurch, Frances Marian, A.B.	Raleigh
Vaughan, Virginia, A.B.	Washington
Wall, Theresa Merle, A.B.	Winston-Salem
Watkins, Mary Helen, A.B.	Raleigh
White, Catherine Georgia, A.B.	New Bern
Williams, Daisy Evalan, A.B.	Raleigh
Willson, Dorothy Elizabeth, A.B.	Athens, Tenn.
Winfree, Maurine Elizabeth, A.B.	Summerfield
Wolfe, Jane Winchester, A.B.	Charlotte

REGISTER OF STUDENTS

Seniors

Allen, Lottie Ruth, A.B.	Bunnlevel
Andrews, Mary Carolyn, A.B.	Burlington
Ayscue, Edith Agnes, A.B.	Buie's Creek
Badgett, Wilma Gray, A.B.	Oxford
Bartlett, Minetta, A.B.	Kinston
Bell, Dorothy Louise, A.B.	Currie
Bennett, Olive Hendry, A.B.	Cary
Bennette, Sarah Louise, A.B.	Enfield
Binder, Nora Leach, A.B.	Mount Airy
Bostick, Anna Beatrice, A.B.	Raleigh
Brewer, Nancy Phillips, A.B.	Wake Forest
Brock, Evelyn Lois, A.B.	Rocky Mount
Bryant, Sarah Moore, B.S.	Powellsville
Bulluck, Mary Bell, A.B.	Wilmington
Burns, Cora Bradford, A.B.	Goldsboro
Butler, Dorothy, A.B.	Cherryville
Canaday, Helen Frances, A.B.	Raleigh
Childs, Margaret Jane, A.B.	Lincolnton
Coggins, Edna Earle, A.B.	Inman, S. C.
Cole, Sara Margaret, B.S.	Canton
Corbett, Dorothy Cleo, A.B.	Wilmington
Cotner, Eva Cloe, A.B.	Raleigh
Council, Mary Virginia, B.S.	Raleigh
Craver, Virginia Anne, A.B.	Boonville
Critchler, Frances Carolyn, A.B.	Lexington
Culberson, Frieda, A.B.	Louisville, Ky.
Dail, Martha Cooper, A.B.	Magnolia
Dickenson, Katherine, A.B.	Kinston
Dixon, Mary Frances, A.B.	South Boston, Va.
Dowell, Sarah Broughton, A.B.	Raleigh
East, Lucy Mary, A.B.	Raleigh
Eddins, Ella V., A.B.	Jackson Heights, Long Island, N. Y.
Falls, Sarah Mae, A.B.	Kings Mountain
Ferguson, Mary Elizabeth, A.B.	Durham
Foster, Ethel Gertrude, A.B.	Louisburg
Freeman, Frances Jean, A.B.	Aberdeen
Freeman, Marjorie Mae, A.B.	Sanford
Gilliland, Janie, A.B.	Macon
Glazener, Madge Eugenia, A.B.	Chillicothe, Ohio
Glenn, Mary Virginia, A.B.	Madison
Green, Dorothy, A.B.	Danville, Va.
Griggs, Margie Lee, A.B.	Raleigh
Hamrick, Olive, A.B.	Raleigh

Hamrick, Phoebe Louise, A.B.	Lattimore
Harrell, Edith Cavell, A.B.	Burgaw
Henderson, Virginia Carolyn, A.B.	Richmond, Va.
Holder, Jessamine, B.S.	Garner
Holloway, Cleo Madison, A.B.	Durham
Holyfield, Evelyn Burrus, A.B.	Rockford
Hudson, Sarah Frances, A.B.	Knoxville, Tenn.
Jackson, Kathleen Mallory, A.B.	Elizabeth City
James, Frances, A.B.	Clyde
Kidd, Frances Lee, A.B.	Hemp
Lane, Louise, A.B.	Raleigh
Lanier, Frances, A.B.	Winton
Lassiter, Mary Evelyn, A.B.	Raleigh
Leavell, Eddie Belle, A.B.	Nashville, Tenn.
Lester, Florence Anita, A.B.	Raeford
McBrayer, Martha, A.B.	Lattimore
McKnight, H. Marie, A.B.	Raleigh
McLamb, Alice Marvin, A.B.	Roseboro
Marley, Morris Johnson, A.B.	Cary
Marshbanks, Mildred, A.B.	Buie's Creek
Marshburn, Evelyn, A.B.	Richlands
Martin, Ida Ruth, A.B.	Asheville
Myers, Amy Kathryn, A.B.	Elkin
Myers, Dolly, A.B.	Hamilton
Neill, Elizabeth McComb, A.B.	Kings Mountain
Olive, Sarah, A.B.	Fayetteville
Oliver, Mary Lee, A.B.	Raleigh
Osborne, Dorothy Jo, A.B.	Wallace
Pope, Sarah Francis, A.B.	Enfield
Powell, Anna Elizabeth, A.B.	Wallace
Price, Ann Wyman, A.B.	Raleigh
Quinn, Eunice Brooks, A.B.	Burgaw
Segraves, Mary Lanier, A.B.	Fuquay Springs
Senter, Virginia, A.B.	Chalybeate Springs
Sherron, Corrina Mangum, A.B.	Wake Forest
Short, Florence Evelyn, A.B.	Augusta, Ga.
Sluder, Virginia, A.B.	Reidsville
Snow, Aileen, A.B.	Maplewood, N. J.
Sommerville, Naomi Wilhelmina, A.B.	Raleigh
Sommerville, Verda Isabella, A.B.	Raleigh
Spain, Eleanor Mitchell, A.B.	Norlina
Spilman, Frances Webb, A.B.	Raleigh
Stonestreet, Mary Elizabeth, A.B.	Mocksville
Stroup, Martha Graham, A.B.	Denton
Thomas, Margaret Anne, B.S.	Quincy, Fla.
Thompson, Blanche Louise, A.B.	Raleigh

Turner, Mary Matthis, B.S.	Clinton
Vernon, Betty Clara, A.B.	Brooklyn, N. Y.
Washburn, Martha Jane, B.S.	Shelby
Watson, Virginia Lee, A.B.	Charleston, W. Va.
Whitfield, Margaret Elizabeth, A.B.	Hurdle Mills
Williams, Eunice Margaret, A.B.	Rose Hill
Williams, Mary Esther, A.B.	Durham
Wood, Victoria Bertha, A.B.	New Brighton, Staten Island, N. Y.
Wooten, Nina Evelyn, A.B.	Dunn

Juniors

Allen, Lucy Bunting, A.B.	Saint Pauls
Allen, Sadie Elizabeth, A.B.	Cherryville
Bailey, Myrtle Edna, A.B.	Chadbourn
Baldwin, Betty Lee, A.B.	Greensboro
Barker, Elfreda Mae, B.S.	Blackridge, Va.
Barker, Emma Olive, A.B.	Varina
Barnes, Rosanna, A.B.	Goldsboro
Beddingfield, Mary Eugene, A.B.	Cary
Berry, Martha Louise, A.B.	Raleigh
Bird, Mary Louise, A.B.	Raleigh
Black, Marion Grey, A.B.	Raleigh
Bolton, Bessie Mozelle, A.B.	Fayetteville
Bradsher, Nancy Elizabeth, A.B.	Roxboro
Brinkley, Bernice White, A.B.	Colerain
Britt, Elizabeth, A.B.	Enfield
Brown, Mary Frances, A.B.	Elizabeth City
Bulloch, Marjorie Elizabeth, A.B.	Cerro Gordo
Bunn, Margaret Elizabeth, A.B.	Zebulon
Butler, Eva Blanche, A.B.	Whiteville
Butler, Lucy Lee, A.B.	Raleigh
Byrd, Helen Virginia, A.B.	Bunnlevel
Caffery, Ann Mary, A.B.	Jacksonville, Fla.
Carlton, Alma Jane, A.B.	Bowling Green, Va.
Carter, Elizabeth, A.B.	Mars Hill
Cole, Dorothy Frances, A.B.	Burlington
Combs, Florence Louise, A.B.	Raleigh
Craig, Margaretha Brinn, A.B.	Raleigh
Douglass, Josephine Tysor, A.B.	Raleigh
Downs, Sarah Catherine, A.B.	Salemburg
Eichmann, Beatrice Mary, A.B.	New Haven, Conn.
Ellis, Reva Jean, A.B.	Marion
Evans, Eleanor Virginia, A.B.	Wingate
Falls, Laura Alice, A.B.	Fallston
Farless, Floreine Edwin, A.B.	Colerain

Fleischmann, Elizabeth Carey, A.B.	Greenville
Floyd, Anna Frances, A.B.	Inwood, Long Island, N. Y.
Foster, Mary Elizabeth, A.B.	Elkin
Fowler, Margaret, A.B.	Zebulon
Freeman, Agnes, A.B.	Winston-Salem
Gilmore, Virginia, A.B.	Oxford
Goodman, Martha Jane, A.B.	China Grove
Graham, Agnes, A.B.	Greensboro
Grayson, Mary Frances, A.B.	High Point
Greene, Lillian Ruth, A.B.	Zebulon
Hall, Huldah Jones, A.B.	Woodsdale
Hamilton, Hilda Holt, A.B.	Randleman
Hare, Albertina S., A.B.	Apex
Harrell, Theo, A.B.	Colerain
Hayworth, Sarah Eunice, A.B.	Asheboro
Henderson, Estelle Ozenia, A.B.	Hickory
Hester, Susie Nelson, B.S.	Wendell
Holliday, Mary Susan, A.B.	Raleigh
Hostetler, Elizabeth Lee, A.B.	Raleigh
Howell, Ida Willa, A.B.	Lumberton
Huffman, Anne Lancaster, B.S.	Morganton
Johnston, Hazel Alexander, B.S.	Clarkton
Jones, Ellouise, A.B.	Lenoir City, Tenn.
Kenan, Loleta Mae, A.B.	Wallace
Lawrence, Christine, A.B.	Colerain
Lawrence, Frances Virginia, A.B.	Elkin
Leonard, Yolanda, A.B.	Lexington
Lewis, Rachel Anne, A.B.	Middlesex
MacLennan, Marietta, A.B.	Greensboro
MacMillan, Betty Brown, A.B.	Thomasville
McLellan, Eula Lee, A.B.	Dunn
Maness, Rachel Lee, A.B.	Troy
Martin, Helen Juliette, A.B.	Raleigh
Mayton, Rubye Harrison, A.B.	Cary
Meigs, Esther Bernice, B.S.	Pageland, S. C.
Mull, Mary Margaret, A.B.	Shefby
Murray, Helen G., A.B.	Mars Hill
Oliver, Marian Aylett, A.B.	Raleigh
Oliver, Mary Gwin, A.B.	Mount Olive
Overby, Mary Lois, A.B.	Angier
Parker, Annie Laurie, A.B.	Berryville, Va.
Parker, Janie Stevenson, A.B.	Woodland
Pearce, La Rue, A.B.	Zebulon
Peatross, Sarah Potter, A.B.	Raleigh
Pender, Dorothy Adair, B.S.	Tarboro
Penny, Daphne, A.B.	Raleigh

Perry, Dorothy Anne, A.B.	Raleigh
Phillips, Sarah Merriam, A.B.	Scotland Neck
Pippin, Mary Grey, A.B.	Zebulon
Pittman, Josephine Wiley, A.B.	Raleigh
Poe, Rachel Thornton, A.B.	Oxford
Powers, Helen Crawford, A.B.	Goldsboro
Prevost, Juanita Jacqueline, A.B.	Raleigh
Price, Marietta, A.B.	Ellenboro
Proctor, Julia Ann, A.B.	Wilson's Mills
Pruette, Betsy Shaw, A.B.	Wadesboro
Renfrow, Bettie, A.B.	Fair Bluff
Scott, Catherine, A.B.	Kinston
Shermer, Elizabeth Hope, A.B.	Winston-Salem
Smoak, Claudia Leette, A.B.	Aberdeen
Snow, Frances Jane, A.B.	Siloam
Spruill, Hannah Ruth, A.B.	Windsor
Stainback, Juanita, A.B.	Henderson
Stevens, Lillian Ethelene, A.B.	Raleigh
Sullivan, Lila Ruth, A.B.	Hickory
Swaim, Helen Elizabeth, A.B.	Winston-Salem
Tatum, Portia Dorcas, A.B.	Fayetteville
Taylor, Emma Ann, B.S.	Dunn
Terrell, Sara Frances, A.B.	Raleigh
Turner, Helen Elizabeth, A.B.	Newton
Upchurch, Edna Lois, A.B.	Raleigh
Vaughan, Rebecca Simmons, A.B.	Washington
Wall, Ada Ramsey, A.B.	Shelby
Wall, Sara Pauline, A.B.	Mars Hill
Watkins, Lillian Baxter, A.B.	Norlina
White, Evelyn Dorothy, A.B.	Colerain
White, Mary Frances, A.B.	Statesville
Whitehead, Helen Holt, A.B.	Scotland Neck
Whitted, Martha Ida, A.B.	Varina
Williamson, Alice, A.B.	Cerro Gordo
Wrenn, Virginia Mae, A.B.	Siler City
Wyatt, Clara Lucile, A.B.	Winston-Salem

Sophomores

Adams, Ruth, A.B.	Mayodan
Anderson, Betty Lou, A.B.	Fair Bluff
Arnold, Sallie, A.B.	Raleigh
Barrow, Lucy Anne, A.B.	Jackson
Baucom, Joyce, A.B.	Apex
Beddingfield, Rebecca Ann, A.B.	Cary
Blanchard, Marian, A.B.	Hobbsville

Bolick, Fannie Hales, A.B.	Chapel Hill
Bordeaux, Doris Jane, A.B.	Roseboro
Brown, Miriam Evelyn, A.B.	Cary
Buchanan, Frances, A.B.	Laurinburg
Bunn, Margaret K., A.B.	Middlesex
Burnett, Cora Lee, A.B.	Wilmington
Caison, Annie Ruth, A.B.	Roseboro
Calloway, Nancy Lee, A.B.	Concord
Canaday, Mary Ann, A.B.	Raleigh
Carroll, Nancy Patricia, B.S.	Charlotte
Carter, Martha Elizabeth, A.B.	Weldon
Chapman, Kathryn Ellen, A.B.	Richmond, Va.
Chesson, Lillie Marie, B.S.	Rocky Mount
Chiffelle, Catherine, A.B.	Slatersville, R. I.
Clingan, Marian Leota, A.B.	Covington, Va.
Coleman, Mary Elizabeth, A.B.	Boykins, Va.
Collier, Virginia Louise, A.B.	Whiteville
Cooper, Mary Frances, A.B.	Raleigh
Crutchfield, Jennie Freeman, A.B.	Woodsdale
Daniel, Rowena F., A.B.	Henderson
Davis, Addie Elizabeth, A.B.	Covington, Va.
Dickie, Louise Macon, A.B.	Henderson
Dixon, Ruth Aileen, A.B.	Colerain
Dowell, Martha Florence, A.B.	Raleigh
Eastridge, Anastasia De Leon, A.B.	Clifton
Edwards, Marylizabeth, A.B.	Kinston
Fanney, Gretchen Eloise, A.B.	Scotland Neck
Finch, Alice Jean, A.B.	Raleigh
Flythe, Ellen Ann, A.B.	Jackson
Foster, Frances, A.B.	Raleigh
Franke, Virginia Mae, A.B.	Raleigh
Fulton, Rachel May, A.B.	Winston-Salem
Gardner, Finetta, A.B.	Warrenton
Garner, Ila Elizabeth, A.B.	Winston-Salem
Garriss, Eloise Huff, A.B.	Pikeville
Gatlin, Mary Helen, A.B.	Raeford
Geer, Lunelle, A.B.	Morehead City
Gibbs, Eleanor, A.B.	Seven Springs
Gilliland, Virginia, A.B.	Macon
Greene, Dora Virginia, B.S.	Shelby
Grice, Eva Mae, A.B.	Durham
Gurley, Mary Scott, A.B.	Sanford
Hall, Edith, A.B.	Lillington
Hamilton, Emma Rebecca, A.B.	Morehead City
Herring, Cornelia Elizabeth, A.B.	Zebulon
Hicks, Ruth Evelyn, A.B.	Mount Airy

Hine, Margaret Eloise, A.B.	Winston-Salem
Hobbs, Janet Louisa, A.B.	Cherryville
Hogan, Ruby, A.B.	Raleigh
Holloway, Mary Elizabeth, A.B.	Durham
House, Dorothy Irene, A.B.	High Point
Howard, Edna Mack, A.B.	Roseboro
Howard, Lillian Dallas, A.B.	Roseboro
Howard, Lucy Winslow, A.B.	Gaffney, S. C.
Jackson, Mary Sue, A.B.	Raleigh
Jeffreys, Vivien Lee, A.B.	Hamlet
Johnston, Nancy Lois, A.B.	Winston-Salem
Jones, Peggy Royster, B.S.	Raleigh
Justice, Alice, A.B.	Rutherfordton
Justice, Sara Margaret, A.B.	Statesville
Kerr, Eliza Katharine, A.B.	Yanceyville
Kirby, Virginia Lee, A.B.	Raleigh
Lancaster, Virginia, A.B.	Sharpsburg
Lane, Dorothy Glenn, A.B.	Raleigh
Lawrence, Margaret Edwina, A.B.	Elkin
Lee, Julia Reams, A.B.	Charlotte
MacIntosh, Helen H., A.B.	Rochester, N. Y.
McCants, Ruth Marie, A.B.	Chelsea, Mass.
McGougan, Virginia Dare, B.S.	Tabor City
McInnes, Dorothy, A.B.	Charleston, S. C.
McIntyre, Elizabeth Joyce, A.B.	Charlotte
McNeely, Lucy Ellen, A.B.	Arlington, Va.
Maness, Dorothy Mae, B.S.	Polkton
Martin, Margaret, A.B.	Mount Olive
Moore, Mary Winn, A.B.	Kinston
Motsinger, Ruth, A.B.	Winston-Salem
Newbern, Allegra, A.B.	White Oak
Nichols, Josephine, A.B.	Fayetteville
Nichols, Sue, A.B.	Coats
Noel, Margaret Elizabeth, A.B.	Dunn
Noell, Harriet Williford, A.B.	Goldsboro
Nuckols, Nancy Rebecca, A.B.	Louisville, Ky.
Olive, Martha Livingstone, A.B.	Wade
Overton, Annie Laurie, B.S.	Sanford
Page, Alice Annette, A.B.	Morrisville
Page, Nauwita Barbara, B.S.	Morrisville
Parker, Gwendolyn Copeland, A.B.	Woodland
Pegram, Daphne, A.B.	Raleigh
Perry, Celeste McEachern, A.B.	Raleigh
Perry, Marie Thorne, A.B.	Millbrook
Pierce, Ollie Colon, A.B.	Apex
Pizer, Helen Shirley, A.B.	Raleigh

Porter, Cathryn Ann, A.B.	Rockingham
Powell, Mary Hester, A.B.	Warsaw
Powell, Miriam Geraldine, A.B.	Raleigh
Pruitt, Adelyn Amelia, A.B.	Hickory
Pruitt, Elizabeth Gunter, A.B.	Hickory
Pruitt, Sabra Louise, A.B.	Hickory
Redick, Mary Carolyn, A.B.	Fountain
Rhea, Marjorie Helen, A.B.	Kings Mountain
Rodwell, Sue Walker, A.B.	Charlotte
Roland, Dorothy Belle, A.B.	Wilmington
Rosenblum, Elizabeth Ann, A.B.	Scarsdale, N. Y.
Salley, Harriett Elizabeth, A.B.	Fayetteville
Sawyer, Janie Bryan, B.S.	Sanford
Sewell, Johnnie Genevieve, A.B.	Seffner, Fla.
Stafford, Edith Virginia, A.B.	Hamlet
Stone, Christine Lucile, A.B.	Rowland
Stroup, Nancy Frances, A.B.	Denton
Thaxton, Esther, A.B.	Roxboro
Thomas, Marjory, A.B.	Roxboro
Thompson, Mildred Ann, A.B.	Mount Gilead
Tucker, Elizabeth Carlton, A.B.	Winston-Salem
Ward, Mildred Marie, A.B.	Williamston
Waugh, Edwina, A.B.	North Wilkesboro
Wiggins, Eva Frances, A.B.	Louisburg
Williams, Sarah Cabell, A.B.	Dunn
Wyatt, Annie Catherine, A.B.	Raleigh
Wyche, Jane, A.B.	Hallsboro
Yelverton, Nina, A.B.	Fountain

Freshmen

Anglade, Ana Luisa, A.B.	Guayama, Puerto Rico
Atkinson, Elva Mae, A.B.	Kenly
Auer, Tryntje Fagginger, A.B.	Belmont, Mass.
Auman, Rosalie Yow, A.B.	Seagrove
Bagnal, Suzanne, A.B.	Winston-Salem
Bailey, Grace Carolyn, A.B.	Raleigh
Bailey, Virginia Carolyn, A.B.	Chadbourn
Bailey, Winona Ruth, A.B.	Raleigh
Baker, Betty Hazel, A.B.	Apex
Baucom, Nellie Louise, A.B.	Raleigh
Baugh, Mattie Irene, A.B.	Durham
Beasley, Frances M., A.B.	Pilot Mountain
Benson, Betty Louise, A.B.	Wilmington
Best, Helen Marsh, B.S.	Warsaw
Bolick, Margaret Juanita, A.B.	Marion

Boone, Louise Vann, A.B.	Winton
Bowden, Martha Elizabeth, A.B.	Saint Pauls
Bowers, Evelyn Eloise, A.B.	Sanford
Bradshaw, Frances, A.B.	Raleigh
Braxton, Kathleen Kite, B.S.	Raleigh
Brownlee, Elizabeth Haywood, A.B.	Worcester, Mass.
Bryant, Mary Agnes, B.S.	Lasker
Bullard, Madalene, A.B.	Laurinburg
Bullard, Mary, A.B.	Raleigh
Bundy, Marjorie Joyce, A.B.	Raleigh
Bunker, Adelaide Angell, B.S.	Mount Airy
Bunn, Mary Elizabeth, A.B.	Murfreesboro
Burns, Clarice Marguerite, B.S.	Sanford
Burns, Lillie Weeks, A.B.	Goldsboro
Butler, Jane Allen, A.B.	Cherryville
Byrd, Marian Louise, A.B.	Durham
Byrum, Virginia Campbell, A.B.	Edenton
Calleiro, Anabel Lia, A.B.	Sagua la Grande, Cuba
Chappell, Lorraine, A.B.	Mount Airy
Charles, Frances Adelaide, A.B.	Winston-Salem
Clarke, Kathleen Emerson, A.B.	Seaboard
Claussen, Catherine Christine, A.B.	Charleston, S. C.
Coleman, Elizabeth Hicks, A.B.	Rocky Mount
Couch, Geraldine, A.B.	Elkin
Crocker, Frances Louise, A.B.	Cary
Crowell, Alyce Virginia, A.B.	Albemarle
Crutchfield, Mary Howard, A.B.	Woodsdale
Culbreth, Nelda Rae, A.B.	Whiteville
Culler, Iris Pauline, A.B.	High Point
Curtis, Nellie Esther, A.B.	Cary
Darden, Marion Walker, A.B.	Wilmington
Davis, Nancy Victoria, A.B.	Winston-Salem
Dawson, Joyce Amanda, B.S.	Clinton
Dillon, Evelyn Hall, A.B.	Goldsboro
Dixon, Anna Ruth, A.B.	Siler City
Duke, Rowena Carolyn, A.B.	Henderson
Dunn, Muriel Joy, A.B.	Scotland Neck
Easom, Mary Helen, A.B.	Spring Hope
Edwards, Mildred Geraldine, B.S.	Mount Airy
Elledge, Norma Frances, A.B.	Winston-Salem
Falls, Hazel Marian, A.B.	Kings Mountain
Fritts, Kathryn Wanda, A.B.	Lexington
Fuquay, Margaret Louise, A.B.	Durham
Furches, Katherine, A.B.	Winston-Salem
Futrelle, Addie Lena, B.S.	Pine Level
Garvey, Mary Frances, A.B.	Winston-Salem

Gilbert, Annie Lide, A.B.	Bolivia
Gordon, Mary Lois, A.B.	Pilot Mountain
Grainger, Anna Nell, A.B.	Raleigh
Green, Marguerite Ruth, A.B.	Morrisville
Green, Mary Elizabeth, A.B.	Lexington
Greene, Oma Louise, A.B.	Ahoskie
Grimes, Lois Evelyn, A.B.	Asheboro
Hamrick, Mary Celeste, A.B.	Shelby
Hardison, Anna Gertrude, A.B.	Greenville
Harrell, Bertha Marie, A.B.	Stantonsburg
Harrell, Eleanor Gertrude, A.B.	Burgaw
Harvell, Roxie Naomi, A.B.	Willow Springs
Hassinger, Virginia Ruth, A.B.	Raleigh
Hester, Margueritte, B.S.	Wendell
Hewett, Flora Belle, A.B.	Washington
Hood, Mary Marsha, A.B.	Kinston
Hood, Olivia, A.B.	Kinston
Hopkins, Theda Roxie, B.S.	Creswell
Horn, Sara Elizabeth, A.B.	Charlotte
Howell, Pansy Blanche, A.B.	Lumberton
Huffman, Evelyn, A.B.	Raleigh
Huggins, Minnie Morris, A.B.	Raleigh
Hutchison, Eula Dixon, A.B.	Graham
Jackson, Sarah Greenwood, A.B.	Mount Airy
Johnson, Grace, A.B.	Wallace
Jones, Doris Woody, A.B.	Roxboro
Jones, Jessie Margarite, A.B.	Concord
Jordan, Sophronia Lee, A.B.	Smithfield
Joyner, Willa Lee, A.B.	Elm City
Kelly, Elizabeth, A.B.	Raleigh
Kennedy, Margaret, A.B.	Raleigh
Kerr, Mary Frances, A.B.	Yanceyville
Kirby, Mary Elizabeth, A.B.	Raleigh
Knight, Ione Kemp, A.B.	Madison
Lawrence, Luella, A.B.	Bardstown, Ky.
Lee, Hilda Merriman, A.B.	Dunn
Lee, Virginia Louise, A.B.	Raleigh
Lewter, Annis Frances, A.B.	Apex
Loughlin, Margie Castello, A.B.	Henderson
Lovelace, Rachel Margaret, A.B.	Canton
McDaniel, Jeannette, A.B.	Jackson
McGregor, Miriam A., A.B.	Hamlet
McWhorter, Annie Mae, A.B.	Roxboro
Mann, Jane Grant, A.B.	Southern Pines
Marley, Rebecca, A.B.	Cary
Marlowe, Rubye Revelle, A.B.	Walstonburg

Marsh, Fay, A.B.	Bath
Meads, Emma Lee, A.B.	Weeksville
Mills, Margaret Farrar, A.B.	Apex
Minshew, Ann Lilbourn, A.B.	Boykins, Va.
Mitchiner, Lucy Frances, A.B.	Wilson's Mills
Moore, Mary Sue, A.B.	Laurinburg
Mull, Sara Hoyle, A.B.	Shelby
Myers, Myrtle Blanche, B.S.	Jonesville
Nelson, Winifred, A.B.	Clinton
Odum, Louise, A.B.	Kinston
Olive, Florence Beverly, A.B.	Wade
Ott, Mary Louise, A.B.	Raleigh
Pair, Elsie Lee, A.B.	Knightdale
Park, Freda Elizabeth, A.B.	Salisbury
Parrish, Mary Oliver, A.B.	Smithfield
Paschal, Mary, A.B.	Wake Forest
Patterson, Rebecca Swann, A.B.	Henderson
Perry, Olma Elizabeth, A.B.	Durham
Peterson, Myrtie, A.B.	Clinton
Pittard, Wilma Louise, A.B.	Oxford
Powell, Betsy, A.B.	Whitakers
Purnell, Sarah Deal, A.B.	Franklinton
Putnam, Frances Rebekah, A.B.	Shelby
Riggs, Dorothy Frances, A.B.	Raleigh
Riggs, Elizabeth Brinkley, A.B.	Durham
Roberson, Margaret, B.S.	Mount Airy
Rogers, Ruby Elizabeth, A.B.	Wilmington
Rowe, Mary Agnes, A.B.	Taylorsville
Russell, Mary Ellen, A.B.	Durham
Russos, Irene Nick, A.B.	Raleigh
Sacrinty, Avra Ann, A.B.	Reidsville
Safrit, Sarah Ellen, A.B.	Mount Gilead
Sasser, Faydeen Hilda, A.B.	La Grange
Savage, Betsy, B.S.	Wake Forest
Sawyer, Mary Louise, A.B.	Elizabeth City
Scarborough, Helen Virginia, A.B.	Bishopville, S. C.
Schulken, Rachel Howell, A.B.	Whiteville
Sermons, Cornelia Frances, A.B.	Fort Barnwell
Shumate, Marion Fay, A.B.	Spray
Southard, Frances Geneva, A.B.	Stokesdale
Stephens, Doris Evangeline, A.B.	Oxford
Stephenson, Foy Ward, B.S.	Pendleton
Stevens, Ethel, A.B.	Smithfield
Stewart, Dorothy Virginia, A.B.	Hillsboro
Stewart, Hazel, A.B.	Lillington
Stroupe, Lola Mae, A.B.	Cherryville

Sugg, Ella Marie, A.B.	Snow Hill
Sutton, Nancy Kathryn, A.B.	Monroe
Tatum, Edna Earle, A.B.	Dillon, S. C.
Thomas, Betty Hunt, A.B.	Statesville
Thorne, Beryl Margaret, A.B.	Lake View, S. C.
Tingley, Lytton Ruth, A.B.	Thomasville
Troutman, Anna, A.B.	Salisbury
Tulburt, Vivian, A.B.	Miller's Creek
Turner, Mary Louise, A.B.	Raleigh
Turner, Winnie Davis, A.B.	Hamlet
Varnell, Virginia Maddux, B.S.	Chattanooga, Tenn.
Wade, Helen, A.B.	Neuse
Walters, Grace Olene, B.S.	Whiteville
Ward, Marguerite Ernestine, A.B.	Hertford
Washburn, Virginia May, A.B.	Shelby
Watson, Gloria, A.B.	Greensboro
Webb, Emma Virginia Dare, A.B.	Raleigh
Webb, Margaret Jessie, A.B.	Greensboro
West, Katherine Thomas, A.B.	Roanoke Rapids
Whitfield, Doris Lee, A.B.	Hurdle Mills
Wilson, Claire, A.B.	Raleigh
Winstead, Dorothy Mae, A.B.	Elm City
Wolf, Rose Marie, A.B.	Cristobal, Canal Zone
Wrenn, Nina, A.B.	Cary
Wyatt, Mary Frances, A.B.	Winston-Salem
Yow, Edna Margaret, A.B.	Raleigh

Special Students

Allgood, Lisette, Music.....	Roxboro
Bagley, Margaret, Voice	Raleigh
Ball, Marian, A.B.	Greenville, S. C.
Barker, Nell, Piano	Apex
Barnes, Lilburn, Piano, Violin	Clayton
Barnette, Myrtle, A.B.	Brevard
Barrow, Mrs. Howard, Voice	Raleigh
Branch, Mrs. Jessie W., Voice	Cary
Byrd, Lois, Piano	Lillington
Cox, Leonard B., Jr., Piano	Raleigh
Crowson, Mrs. Alice, Voice	Raleigh
Crump, Mrs. Doris Branch, Piano	Enfield
Elkins, Annie, Piano	Whiteville
Everett, Mrs. Ruth H., Piano	Raleigh
Fallon, Rosalie Marie, Voice	Raleigh
Farrior, Minnie Bryan, A.B.	Raleigh
Gilmore, J. F., Organ	Raleigh

Grimmer, Mae, A.B.	Cape Charles, Va.
Hampton, Laura Evelyn, A.B.	Winston-Salem
Hamrick, Martha, Piano	Raleigh
Howell, Elizabeth, Organ	Suffolk, Va.
Johnson, Kathleen, Organ	Fairmont
Jones, Helen, A.B.	Selma
Kohl, Robert, Voice	Raleigh
Lassiter, Mrs. Hazel M., Voice	Raleigh
Lee, Elizabeth, Piano	Mt. Vernon, Ga.
Link, Mrs. John R., Voice, Piano	Apex
Lowdermilk, Dorothy, Piano	Valdese
McMillan, Aileen, Piano	Latta, S. C.
Middleton, Beverette, Piano	Raleigh
Morris, Katherine, Art	Raleigh
Morrison, Mrs. Frances Cox, A.B.	Raleigh
Newton, Marguerite, A.B.	Raleigh
Nowell, Ruth, Organ	Raleigh
Parkin, Mrs. Olive C., A.B.	Raleigh
Person, Laura Frances, Voice	Raleigh
Ricks, Gladys, Organ	Raleigh
Roach, Sarah, A.B.	Raleigh
Robinson, Jean, Organ	Lowell
Segraves, Millie Lou, Piano	Fuquay Springs
Sheffield, Mrs. Annie Louise E., Piano	Raleigh
Stewart, Jean Marie, A.B.	Saranac Lake, N. Y.
Stroud, Paulyne, Music and A.B.	Kinston
Thomas, Mildred, Organ, Piano	Durham
Tillery, Mary, A.B.	Scotland Neck
Tuttle, Mrs. I. G., A.B.	Raleigh
Upchurch, Muriel, Voice	Apex
Ward, Mrs. Mary E. Powell, A.B.	Raleigh
Young, Martha, A.B.	Raleigh

Summary of Students

	A.B.	B.S.	Total
Seniors	91	7	98
Juniors	109	7	116
Sophomores	118	9	127
Freshmen	163	16	179
	—	—	—
Total Classmen	481	39	520
Special Students	16	33	49
	—	—	—
Totals	497	72	569

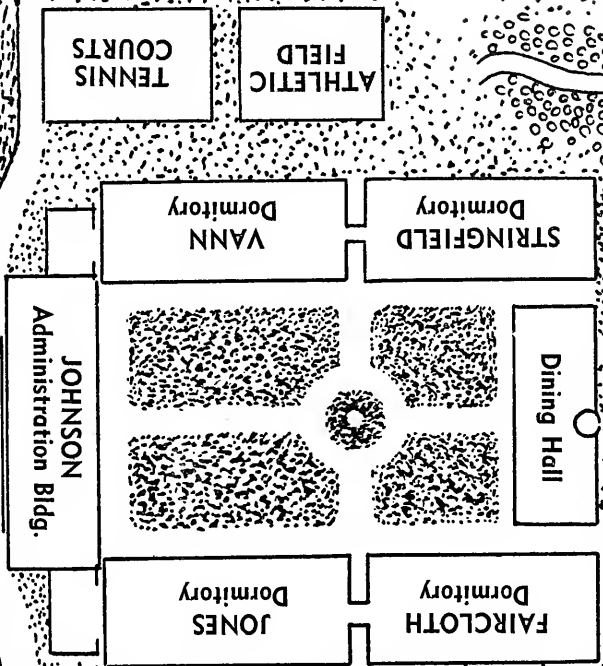
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Canal Zone	1
Connecticut	1
Cuba	1
Florida	3
Georgia	2
Kentucky	3
Massachusetts	3
New Jersey	1
New York	7
North Carolina	515
Ohio	1
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ROSE GARDENS



ATHLETIC FIELD
TENNIS COURTS

AUDITORIUM & MUSIC BLDG.

SCIENCE BLDG.

ARTS BLDG.

BEEHIVE
STUDENT STORE

GYM.

OUTDOOR
THEATRE

TO CITY OF RALEIGH 1 MILE

US
70
US
66

MEREDITH COLLEGE

QUARTERLY BULLETIN



COMMENCEMENT NUMBER 1939-1940

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COMMENCEMENT CONCERT

The students in the Music Department gave an enjoyable concert Friday evening, May 31, 1940. Those taking part were members of the Glee Club and students in piano, organ, violin, and voice—all reflecting honor on the standards of the Department. The complete program was as follows:

TWO PIANOS—Musette *Handel-Gorno*
MARY MATTHIS TURNER AND JANE WASHBURN

ORGAN—Comes Autumn Time *Sowerby*
MARGARET ANNE THOMAS

VIOLIN—Minuet from Concerto in A major *Mozart*
OLIVE HAMRICK

PIANO—Rhapsody in B minor *Brahms*
VIRGINIA COUNCIL

VOICE—The Little Shepherd's Song *Wintter Watts*
Berceuse from "Jocelyn" *Godard*
Waltz Song from "Romeo and Juliet" *Gounod*
FRANCES DIXON

TWO PIANOS—Hopak (Russian Dance) *Moussorgsky*
JANE WASHBURN AND JESSAMINE HOLDER

TWO VIOLINS—Largo from Concerto for two violins *Bach*
ANNE HUFFMAN AND NANCY CARROLL

PIANO AND ORGAN—Pièce Héroïque *Franck-Schwab*
SARA COLE AND VIRGINIA COUNCIL

GLEE CLUB—Dance, Little Maiden *Durante*
A Snow Legend *Clokey*
Roses of the South *Strauss*

Accompanists: ELFREDA BARKER, VIRGINIA COUNCIL, ESTHER MEIGS

ALUMNAE DAY

Saturday, June 1, 1940

The Alumnae Association of Meredith College held its annual meeting in the Philaretian Society Hall at ten-thirty o'clock, with Undine Futrell Johnson (Mrs. W. M.) presiding. The session opened with the singing of the *Alma Mater*.

Reports on the projects of the Association were submitted by the respective committee chairmen: Mary Yarbrough, chairman of the Ida Poteat Loan Fund, reported that six loans had been made and that there is a balance on hand of \$685.00. Marguerite Mason Wilkins (Mrs. R. B.) reported \$6,683 in the swimming pool fund, and explained that the inactivity of the committee this year had been due to the fact that water connections were not available for the pool. The drive will be resumed when arrangements for water supply can be made with the city of Raleigh. Louise MacMillan in her report for the bulletin committee, stated that this year's issue had been dedicated to three presidents of Meredith, Dr. Vann, Dr. Brewer, and Dr. Campbell. Ann Bradsher Martin has worked throughout the year on the directory, and hopes to have a definite report next commencement. Chloris Kellum, chairman of the Seminar Committee, reported a successful Seminar on the subject, "North Carolina and Its Social Problems," with an average attendance of fifty.

Mae Grimmer, executive secretary and treasurer, thanked the president and the other officers for their coöperation with the alumnae office during the year, and presented to each alumna a typed report to take home with her. She announced a balance of \$1,394 in the treasury.

Printed reports were submitted by the following regional vice presidents: Roberta Royster Wortman (Mrs. W. J.), Asheville Division; Katherine Nooe Knox, Charlotte Division; Virginia Branch, Elizabeth City Division; Ann Bradsher Martin, Greensboro Division; Frances Barnhill Baldwin (Mrs. C. J.), Wilmington Division.

Musette Kitchin Dunn (Mrs. S. A., Jr.) presented an award to the reunion class, and one also to the non-reunion class having the highest percentage of active members. These awards, *Science for the Citizen* by Hogen and *American Authors* by Kunitz and Haycraft, won by 1917, the reunion class, and by 1909, the non-reunion class, were immediately presented by them to the college library. Mrs. Dunn also recognized the Greensboro Division as having been the most active during the year.

The Executive Committee recommended that the Association request permission to edit one of the Quarterly Bulletins, sponsor an alumnae seminar, continue work on the directory, and strive for a twenty-five per cent active membership.

Katherine Parker Freeman (Mrs. L. E. M.), chairman of the obituary committee, reported the death of Mamie Horner, '27, who died in August 1936, and of Berta Hatcher Lucas (Mrs. J. M.), student in 1900-1901, who died in January 1940. Mrs. Freeman paid a short but heartfelt tribute to Miss Ida Poteat, the one person connected with Meredith since its beginning. She was indeed known and loved by every student.

Alice Bryan extended a cordial invitation to the alumnae to visit the

Rotunda, and requested that each one register. She and her committee had endeavored to make alumnae headquarters comfortable and hospitable.

Lulie Marshall Wyatt, chairman of the nominating committee, presented the following slate of officers: President, Jane Hall Yelverton, '38, of Raleigh; Vice President, Greensboro Division, Marguerite Mason Wilkins (Mrs. R. B.), '30, of Durham; Vice President, Elizabeth City Division, Mary Lois Parker, '34, of Woodland; Vice President, Wilmington Division, Marguerite Freeman Thomas (Mrs. C. L.), ex-'31, of Raeford; Representative-at-large, Lucille Ellington Hocutt (Mrs. B. A.), ex-'04, of Clayton; Speaker, Bernice Kelly Harris (Mrs. H. K.), '13, of Seaboard. Other officers whose terms have not expired are: General Vice President, Musette Kitchin Dunn (Mrs. S. A., Jr.), '28, of Enfield; Vice President, Asheville Division, Roberta Royster Wortman (Mrs. Wm. J.), '30, of Morganton; Vice President, Charlotte Division, Katherine Nooe Knox (Mrs. Bonner), '24, of Statesville; Representative-at-large, Margaret Craig Martin (Mrs. Zeno), '30, of Marion.

Mrs. Johnson gave an interesting account of the accomplishments during her term of office and made suggestions for the future. Her closing recommendation was that the Association should raise \$3,000 for beautification of the driveway. A motion was passed that the money should be borrowed from the swimming pool fund so that the driveway could be completed in the fall.

After the business session the Granddaughters' Club presented a short skit, and Bessie Campbell Lynch (Mrs. A. E.) of the reunion class of 1916, played a piano solo, "Fairy Tale, Opus 20, No. 2," by Medtner.

Maude Davis Bunn (Mrs. J. W.), '10, delivered a thought-provoking and timely address on the subject, *Victory Through Discipline*. She is the eighteenth alumna to serve as speaker on Alumnae Day.

Luncheon was served at one o'clock in the College Dining Hall, made attractive for the occasion by Janie Parker Dixon (Mrs. G. C.) and her committee. As Dr. and Mrs. Campbell and Bessie Campbell Lynch entered, the alumnae welcomed them by singing *The Campbells are Coming*. The Scotch idea was also carried out in the menu cover of Scotch plaid. Toastmaster Sallie Calvert Parker (Mrs. Raymond) speaking for "Mother Meredith" welcomed her children. Through her skillful direction the spirit of carefree abandon permeated the meeting. "Mother" recognized the reunion classes, '15, '16, '17, '18, '19, '30, '35, '36, '37, '38, and presented each child with a toy. She also presented a corsage to the secretary of the class of '17, as that was the reunion class having the highest percentage of members present. Mrs. Johnson introduced Dr. Campbell who made the address, from which is taken the following excerpt:

"The loyalty of the alumnae of Meredith College to the institution has been continually reassuring; for, as the sense of gratitude naturally develops with the consciousness of benefits received, it is an indication that something of distinctive value happened to you here. This, we believe, is sufficient guarantee of your continued coöperation in making adequate provision for the pressing needs of the College.

"With the nature and gravity of some of these problems, you are already familiar, and only a restatement of them is appropriate at this time. We must work together to reduce the handicaps of an uncompleted physical plant and of very inadequate income for the educational program and

standards fostered at Meredith. We must exercise more effort and discrimination in attracting to the institution only those students who give promise of real achievement and leadership. And, particularly in these days of confusion and darkness, we must exhibit in its clarifying and curative power the light symbolized in the motto of the College."

The luncheon, like most good Meredith events, closed with the singing of the *Alma Mater*.

CLASS DAY EXERCISES

June 1, 1940

The traditional daisy chain carried by white-clad sophomores formed the flower lane through which the eighty-seven seniors approached the outdoor theater for their class day exercises on Saturday afternoon. After the impressive processional, a greeting in song to the big sister class was answered by a response from members of the class of '38. Edna Earle Coggins, president of the Senior Class, welcomed parents and friends and introduced the mascot, Joan Barden, young daughter of Mr. and Mrs. J. Hunter Barden of Fayetteville, N. C. (Mrs. Barden is the former Elizabeth Walston, ex-'40). The crook, bearing the 1940 Class colors, was presented to the rising Senior Class.

An original skit worked out as a take-off on the well-known Kay Kyser radio program served as the program for the afternoon. Edna Earle Coggins, as master of ceremonies, conducted a session in "Kay Koggins Kollege of Klassical Knowledge," where contestants vied with each other for top rank in answering questions which traced the history of the class. A "student" audience filled in answers where "the experienced experts failed to expound," and original songs gleaned from various class stunts and song contests entertained the audience at intervals while "the noble know-it-alls, the judges" made necessary decisions. The singing of the "even spirit" song, and the distribution of the traditional sticks and stones to the little sister class completed the exercises.

SOCIETY NIGHT

Society Night began, as usual, with processions of the Astrotektons and the Philaretians. The address of welcome was delivered by Miss Bebe Dickenson, Philaretian president. Miss Nancy Brewer, president of the Astrotekton Society, then introduced the speaker of the evening, Mr. W. T. Bost of Raleigh.

Mr. Bost's subject was "The Grace of Gambling," a whimsical name for faith. The world, he said, is God's workshop. We need not a simpler creed, but the reverse. Just as the seed bursts the shell which imprisons it, so we shall never adequately know God as long as we seek Him in only one branch of knowledge.

Christian education is an unconscious process. The person who pursues happiness doesn't acquire it. Indeed, all Christian processes illustrate the divine paradox of losing life to save it. The great work of the world has not been calculatingly done. Luther was not intentionally an emancipator, but a superstitious monk; yet out of his defiance of the Roman Catholic Church came the Reformation. Columbus sought a new way to India and discovered a new world. Woodrow Wilson, a teacher of college boys and girls, became a great leader of the democratic peoples of the world. If Meredith College will learn to do the smaller things, it will do the greater.

Life thus presents a challenge to our faith. In entering upon it courageously, we gamble upon the existence of God and upon His help. Our democratic way of life is fundamentally sound, declared the speaker; its defects are only those of youth. In closing, he urged Meredith girls to go out into the world and play the part assigned to them.

At the conclusion of Mr. Bost's remarks, a soprano solo, "A Heart That's Free," was sung by Miss Pauline Stroud, with piano accompaniment by Miss Annie Laurie Overton.

Announcements regarding the awards usually made at this time were next heard with eager interest. Miss Mildred Kichline announced that the Philaretian scholarship, the gift of Mr. A. J. Maxwell, of Raleigh, had been awarded to Miss Anna Ruth Dixon of Siler City.

Dr. Julia Harris presented the following prizes in the English Department: To Misses Cornelia Herring and Eva Grice, prize books for the best reports on independent reading; to Miss Frieda Culberson, the Albert Stanburrough Cook prize for the best bibliography in American literature; to Miss Dorothy Green, the Elizabeth Avery Colton prize for the best contribution to *The Acorn*.

Awards in athletics were delivered under the general direction of Miss Aileen Snow, president of the Athletic Association. Monograms were presented by Miss Betty Vernon to Misses Margaret K. Bunn, Nancy Calloway, Catherine Chiffelle, Virginia Gilliland, Kathleen Jackson, Margaret Martin, Harriet Salley, Avra Sacrinty, and Elizabeth Brownlee. Stars were presented to Misses Ella Eddins, Virginia Lancaster (2), Rachel Lewis, Frances Snow, Aileen Snow, and Eleanor Spain.

The trophy for the best all-round athlete went to Miss Rachel Lewis. In tennis, the sophomores were declared champions. The singles trophy was won by Miss Ella Eddins. The prize for an outstanding contribution to

campus activities was presented by Miss Juanita Stainback to Miss Aileen Snow.

Mrs. Gertrude Sorrell presented to Miss Mary Elizabeth Foster a prize for perfect attendance over a period of three years in the Department of Physical Education.

The Ida Poteat award in art, a prize of \$25.00 given each year by Miss Davie Belle Eaton of Winston-Salem, was presented by Miss Harriet Rose to Miss Sarah Olive of Fayetteville.

Miss Helen Canaday, president of Kappa Nu Sigma, announced that the Kappa Nu Sigma freshman scholarship had been won by Miss Luella Lawrence of Kentucky. The following were announced as members of Kappa Nu Sigma: from the Junior Class, Misses Lillian Watkins, Helen Turner, Jean Ellis, Mary Frances Brown, Dorothy Anne Perry, Portia Tatum, Sara Hayworth, Eva Butler, and Betty Brown McMillan; from the Senior class, Misses Evelyn Short, Ruth Martin, and Frances Lanier.

The evening's exercises came to a close with the tapping ceremony of the Silver Shield Society. The following were selected for membership: Misses Sara Hayworth, Juanita Stainback, Rachel Poe, Sadie Allen, Catherine Scott, and Rebecca Vaughan.

COMMENCEMENT SUNDAY

The academic procession entered the auditorium to the music of Bartlett's *Festival Hymn*, played by Dr. Harry E. Cooper. The invocation and the benediction were given by Dr. George Green of Danville, Va., and of Ogbomosho, Nigeria. Dr. Frank H. Leavell of Nashville, Tenn., read the Scripture lesson, and led in prayer. The choir, directed by Helen T. Sharp, sang Mendelssohn's Anthem, "I Waited for the Lord"; and, as a soprano solo, Helen T. Sharp sang Spross's "I Do Not Ask, O Lord," with violin obligato by Jean Marie Stewart.

The Baccalaureate sermon, based on Hebrews 12:2, "Looking unto Jesus; the pioneer . . . of our faith." was preached in earnestness and power by Dr. Solon B. Cousins, of the University of Richmond. The following is a résumé of his message to the Senior Class: This text is the most vital word I know, to give to a generation intellectually perplexed, religiously wistful, and enveloped by a smothering atmosphere of terrific fear. Living in a time of change are there any values left to which one may cling? There was once a French professor who had been imprisoned for five years, yet when he resumed his lectures he began, "As I was saying. . . ." Today the Bible is still the answer to man's quest for safety: "Lord, Thou hast been our home through all generations." The world is upside down, waiting to be turned downside up again. "God is our refuge and strength, a very present help in trouble." Hebrews is the New Testament book written for youth. That generation saw a moral earthquake: the passing of governments, morals, institutions; everything shaking, everything in flux. Then came the voice of the Preacher: *things* are falling; now is the time to get your hearts and minds fixed on an unshakable kingdom, "on Christ, the same yesterday, today, and forever." Jesus was the pioneer in the realm of faith. He alone can tell us the things we most want to know: "What is the meaning of God? the mystery of pain and of evil? Is there any sense in the universe? or are we headed nowhere?" Christ is the pioneer of faith, not the assent of a carbon copy of some one else's second-hand experience. There are four things this Pioneer discovered; 1. The fact of a living, active God in a living universe, in living contact with living men. 2. He certified the potentialities of man, the common man, every man, of every race, tribe, color, to achieve an immortal character. Christ believed in man. That belief is the power that undergirds all that we do today, so that Christianity really undergirds democracy. 3. Christ established on this earth a new commonwealth, called the Kingdom of God. 4. He trusted in the might of spiritual forces—the might of gentleness and love—to make a new world. Think of the everyday things He used in order to bring in the Kingdom.

Tin cup—"whosoever giveth to drink. . . ."

Widow's mite-box.

Woman's vanity-box.

Towel and a basin and water.

Hammer, nails, two wooden beams.

In the next place, was it easy for Christ to believe in man? We say: "Why doesn't God do something?" We say: "How little are the forces of

righteousness against gigantic forces of evil." But think of Jesus. God seemed to let Him down. He cried out: "My God, my God, why?"—But the shadow lasted only a moment. Then He prayed the prayer His mother had taught Him as a boy: "Father, into Thy hands I commend my spirit."—Do *you* believe that, after all, goodness is to conquer? *He* did. On the last evening all He had to show for this expenditure of love were disciples who would betray and desert Him. Yet this Pioneer of faith, the acutest realist the world ever knew, was the sanest and profoundest optimist who ever appeared on this earth. We, who learn only by chastisement, must humbly believe with Him that the kingdoms of this world must become the kingdoms of Christ. Let us run steadfastly our race, keeping our gaze fixed on Jesus, the Pioneer of faith. Remember the hymn that has just been sung in chapel:

Fight the good fight with all thy might.
Christ is thy life, and Christ thy light.

The Senior Vespers stressed the Scripture message given by Edna Earle Coggins, the Class President: "Go ye therefore. . . ." Dorothy Green pointed out that now Meredith graduates may go through an open door leading to light, and that they with courage and with a faith in God that removes all fear may share with others the light and the truths obtained at Meredith. Jean Freeman said that the Christian principles on which Meredith is based have given her the secret of working towards the college ideals of helping people with their problems. Mary Elizabeth Ferguson declared her belief in the value of human personality, and in love as the basis of human influence, and she expressed her intention to help the many children who come from non-Christian homes. Ruth Martin affirmed that to cope with the present problems Religious Education is the best help, and that she desires to serve in an advisory capacity to help people find themselves, taking the love of Christ out into the life and hearts of people. Frieda Culberson wishes to be a librarian, to help people climb out from the den of shadows mentioned in Plato's *Republic*, to attain a feeling of universal brotherhood, and a love for God. Minetta Bartlett desires to do social case-work. Living at Meredith has taught her to get along with people, and she wishes to live up to the college standards. Eddie Belle Leavell has the high ideal to do all to the glory of God, saying that the place where Christ cannot be taken as a partner is not fit to be entered. The question in Sheldon's book, *In His Steps*: "What would Jesus do?" would work in every circumstance of life. This last senior closed the seven-fold testimony by urging: "It's up to us, graduating class of 1940, of America, to take Christ's teaching into every phase of life into which we go. May we accept this great challenge for our lives."

THE ART EXHIBIT

The varied media and types of work displayed in the annual commencement exhibit of the Art Department, May 30, proved to a marked degree that art should no longer be thought of as a "frill," but rather as a guiding principle in our ways of living.

The oil painting, water color and black and white studies showed a definite leaning toward everyday subjects and familiar campus scenes. Two sketches of the "Bee Hive," the College Supply Store, by Sarah Olive and Janie Parker, were interesting to compare, both for handling and for point of view. A still life, by Virginia Sluder, of a radio in a window, a sweater and scarf, an old pair of saddle oxfords, was original, well organized, and painted simply and directly.

Five studies, which were shown in the North Carolina Student Exhibition held at the University in Chapel Hill and at the Woman's College this spring, were shown here; two of them studies in oil by Virginia Sluder and Louise Collier, and three charcoals by Bobbie Greene and Catherine Wyatt. Bobbie Greene's composition of a coal-yard received honorable mention.

Sweater-clad girls, the new dial telephone, potted plants, a zipper purse and a bauble necklace, were typical models for other studies from the painting and composition classes.

The Interior Decoration class, in addition to the usual showing of wall elevations, maquettes, and perspective renderings, had three groups of selected fabrics, wallpapers, colors, and furniture (loaned by the Peatch Cabinet Shop) suggestive for period rooms. One was a charming arrangement of pale blue and white and yellow, offset by two frescol paintings of yellow iris by Dorothy Butler and Sara Olive. Besides pictures there were hand-blocked fabrics, wallpaper designs, and groups of crafts and designs from the Art Education and Industrial Arts classes.

The portrait of Miss Ida Poteat, dearly beloved teacher and head of the Art Department for so many years, held its permanent place of honor in the parlors. Although she was sorely missed by all who took part in or who visited the exhibit, her radiant spirit seemed to be present and to bless the efforts of art expression with a sense of joy and light.

THE GRADUATING EXERCISES

After the organ prelude, "Fantaisie in A major," by César Franck, played by Dr. Harry E. Cooper, the academic procession formed at half-past ten and entered the auditorium to the strains of Meyerbeer's "Coronation March." Following the hymn, "Come Thou Almighty King," the invocation was pronounced by the Rev. Lee C. Sheppard, pastor of Pullen Memorial Baptist Church in Raleigh. The lovely anthem, "List the Cherubic Host" from Gaul's oratorio *The Holy City* was sung by the choir under the direction of Miss Helen Sharp. The soloists in the anthem were Miss Frances Dixon and Mr. A. J. Fletcher.

President Carlyle Campbell presented his Excellency, Gov. Clyde R. Hoey, and expressed pleasure at his presence; then he introduced the Honorable Josiah W. Bailey, United States Senator from North Carolina, who had been chosen to deliver the baccalaureate address.

The Senator began by saying that the graduates of the class of 1940 are entering upon their careers under unprecedented circumstances; a convulsion of death for a great epoch, and the birth of a new age. The speaker went on to counsel hope and not pessimism, since nothing is gained by cynicism and despair. Faith itself is founded upon hope, and the great trinity, faith, hope, and love, still furnish a foundation on which the race when redeemed may be rebuilt.

It is necessary to face the circumstances of life as they are, calmly and without excitement, the speaker averred, even though the world that used to be reassuring and that offered security is disappearing from sight. This secure world had provided great goods for the human race, liberty, democracy and freedom from economic pressure, and had attained a high level of progress and of intellectual advancement; but unfortunately, this apparently secure world was in an age of worldliness and materialism and of advanced moral degeneration.

Senator Bailey was unwilling to prophesy as to the exact nature of the age that is being born, but insisted that it is going to be vastly different. The day of individualism is gone, and even ordered liberty, which has taken the place of freedom, now demands economic liberty and security. Civilization and progress will be preserved only by serving the government rather than by expecting to be served by it. A new regime of "duty and sacrifice" must be substituted for the regime of personal privilege under which we have lived. Our Republic must be defended from invaders and from conspirators, and this can be accomplished only by personal and by collective preparation for such attacks; by being able to match the force of those who rely on force, and to overmatch them with a faith in God unknown to them; by moving, not at the direction of a dictator, but under the impulse of devotion to our historic ideals. We must demonstrate that free men are stronger than slaves; or else, surrendering to force, we shall lose the spiritual qualities inherent in the Christian religion. If we are to succeed, the Republic must be purged of selfishness.

The second duty of the graduate, went on the speaker, is to consider that all that she has or may acquire is not hers but her country's, until the hour of peril has passed. The utmost readiness to sacrifice will be required of each one. This duty will mean a new attitude, a new discipline

and a new patriotism, which will reward each one in the end, by providing a way of escape out of the soft living of our age. Political preferment and place-seeking must yield to a consideration of the common good, and pandering for votes must yield to service.

The speaker proposed four standards which will enable each individual, not to determine events, but to determine character. The first, he suggested, is the fear of God, which is the beginning of wisdom. The second is doing the day's work with all one's might. Gainful employment may not always be available, but profitable employment will always be at hand. The third standard of the good life is kindness. To be kind is the essence of charm, which is more valuable than beauty or glamour or even intellect. The fourth is faith in God, so necessary to courage. Faith is a disregard of immediate consequence, and a belief that righteousness can not be permanently defeated. "God will return and rule the world," said the speaker. "but He will do it through the hearts of men." In closing, Senator Bailey bade the graduates be of good cheer, and asked God to be with them.

Following the baccalaureate address, the congregation joined in singing the Dedication Hymn, which was composed in honor of the Meredith Choir by Russell Broughton, of Converse College. President Campbell recognized Dean J. Gregory Boomhour, who presented the candidates for their degrees. The degree of Bachelor of Arts was conferred on Frances Cox Morrison *in absentia*, and the degree of Bachelor of Science was conferred on Thelma Hales, also *in absentia*. President Campbell conferred the degrees by authority of the Board of Trustees and upon recommendation of the Faculty; Dean Boomhour presented the seniors with Bibles, the gift of the college. The President greeted all of the graduates as alumnae of Meredith College.

Henschel's "Morning Hymn" was beautifully sung by Miss Ethel Rowland, accompanied by Miss Aileen MacMillan. Miss Rowland and Miss MacMillan are both members of the music faculty.

The congregation joined in the singing of the Alma Mater composed and written by Dr. R. T. Vann, former president of the college. The benediction was pronounced by the Rev. Mr. Sheppard.

The recessional, "Triumphal March" by Lemmens, was played by Dr. Cooper, as the session of 1939-40 was brought to a close.

FIRST HONOR ROLL**Spring, 1940**

*Betty Lou Anderson, Fair Bluff; *Carolyn Andrews, Burlington; Suzanne Bagnal, Winston-Salem; Minetta Bartlett, Kinston; Mattie Irene Baugh, Durham; Evelyn Bowers, Sanford; Nancy Brewer, Wake Forest; *Mary Frances Brown, Elizabeth City; Elizabeth Brownlee, Worcester, Mass.; *Cora Bradford Burns, Goldsboro; Eva Butler, Whiteville; Lucy Lee Butler, Raleigh; Mary Ann Canaday, Raleigh; *Alma Jane Carlton, Bowling Green, Va.; Mary Virginia Council, Raleigh; Carolyn Critcher, Lexington; Ella V. Eddins, Jackson Heights, Long Island, N. Y.; Jean Ellis, Marion; Frances Foster, Raleigh; Rachel Fulton, Winston-Salem; Elizabeth Garner, Winston-Salem; *Dorothy Green, Danville, Va.; Olive Hamrick, Raleigh; Virginia Hassinger, Raleigh; Cornelia Herring, Zebulon; Margaret Hine, Winston-Salem; Anne Lancaster Huffman, Morganton; Mary Sue Jackson, Raleigh; Helen Jones, Selma; Loleta Kenan, Wallace; Ione Kemp Knight, Madison; Dorothy Lane, Raleigh; *Luella Lawrence, Bardstown, Ky.; Rachel Lovelace, Canton; Betty Brown MacMillan, Thomasville; Ruth Martin, Asheville; Alice Page, Morrisville; Celeste Perry, Raleigh; Dorothy Anne Perry, Raleigh; Elizabeth Riggs, Durham; Evelyn Short, Augusta, Ga.; Aileen Snow, Maplewood, N. J.; *Portia Tatum, Fayetteville; Lytton Tingley, Thomasville; Elizabeth Tucker, Winston-Salem; Helen Turner, Newton; Betty Vernon, Brooklyn, N. Y.; *Lillian Watkins, Norlina; Victoria Wood, New Brighton, Staten Island, N. Y.; Catherine Wyatt, Raleigh; Marie Thorne Perry, Millbrook.

* All A's.

SECOND HONOR ROLL**Spring, 1940**

Lottie Ruth Allen, Bunnlevel; Sadie Allen, Cherryville; Edith Ayscue, Buie's Creek; Wilma Gray Badgett, Oxford; Elfreda Mae Barker, Blackridge, Va.; Dorothy Bell, Currie; Nora Leach Binder, Mount Airy; Marian Grey Black, Raleigh; Mozelle Bolton, Fayetteville; Adelaide Bunker, Mount Airy; Dorothy Butler, Cherryville; Helen Byrd, Bunnlevel; Nancy Carroll, Charlotte; Lorraine Chappell, Mount Airy; Catherine Chiffelle, Slatersville, R. I.; Margaret Jane Childs, Lincolnton; Louise Combs, Raleigh; Virginia Anne Craver, Boonville; Addie Davis, Covington, Va.; Kathryn Dickenson, Kinston; Mary Frances Dixon, South Boston, Va.; Josephine Douglass, Raleigh; Anastasia Eastridge, Clifton; Beatrice Eichmann, New Haven, Conn.; Mary Elizabeth Ferguson, Durham; Virginia Franke, Raleigh; Agnes Freeman, Winston-Salem; Frances Jean Freeman, Aberdeen; Marjorie Mae Freeman, Sanford; Katherine Furches, Winston-Salem; Madge Glazener, Chillicothe, Ohio; Mary Virginia Glenn, Madison; Martha Jane Goodman, China Grove; Dora Virginia Greene, Shelby; Eva Mae Grice, Durham; Margie Lee Griggs, Raleigh; Huldah Hall, Woodsdale; Celeste Hamrick, Shelby; Edith Harrell, Burgaw; Sarah Eunice Hayworth, Ashboro; Carolyn Henderson, Richmond, Va.; Mary Elizabeth Holloway, Durham; Evelyn Burrus Holyfield, Rockford; Mary Marsh Hood, Kinston; Elizabeth Hostetler, Raleigh; Ida Willa Howell, Lumberton; Kathleen Mallory Jackson, Elizabeth City; Nancy Johnston, Winston-Salem; Sophronia Lee Jordan, Smithfield; Alice Justice, Rutherfordton; Sarah Margaret Justice, Columbia, C. S.; Margaret Kennedy, Raleigh; Katherine Kerr, Yanceyville; Frances Lanier, Winton; Helen MacIntosh, Rochester, N. Y.; Ruth McCants, Norfolk, Va.; Virginia McGougan, Tabor City; Rachel Maness, Troy; Evelyn Marshburn, Richlands; Esther Meigs, Pageland, S. C.; Mary Winn Moore, Kinston; Elizabeth Neill, Kings Mountain; Louise Odum, Kinston; Mary Lois Overby, Angier; Josephine Pittman, Raleigh; Shirley Pizer, Raleigh; Rachel Poe, Oxford; Cathryn Porter, Rockingham; Anna Elizabeth Powell, Wallace; Eunice Brooks Quinn, Burgaw; Ruby Rogers, Wilmington; Dorothy Roland, Wilmington; Catherine Scott, Kinston; Mary Lanier Segraves, Fuquay Springs; Elizabeth Shermer, Winston-Salem; Leette Smoak, Aberdeen; Verda Sommerville, Raleigh; Ethelene Stevens, Raleigh; Paulyne Stroud, Kinston; Nancy Stroup, Denton; Helen Swaim, Winston-Salem; Rebecca Vaughan, Washington; Jane Washburn, Shelby; Evelyn White, Colerain; Mary Esther Williams, Durham; Jane Wyche, Hallsboro.

Points

<i>No. of Classes per week</i>	<i>Points for first honor</i>	<i>Points for second honor</i>
12	30	22
13	32	24
14	34	26
15	36	28
16	38	30
17	40	32
18	42	34

Grades

A gives 3 points per semester hour of credit
 B gives 2 points per semester hour of credit
 C gives 1 point per semester hour of credit
 D gives 0 point per semester hour of credit
 E subtracts 1 point per semester hour of credit
 F subtracts 2 points per semester hour of credit

Series 34 number 1 is in a special
binder as it is an oversize number.

Meredith College

QUARTERLY BULLETIN



FOUNDERS' DAY ADDRESS

February 7, 1941

By

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Editorial Writer, *The Sun*, Baltimore

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*A COMMISSION FROM RALEIGH**

Gerald W. Johnson

Fifty years have passed since Meredith College was founded by men whose faces were turned steadfastly toward the future. When I was summoned to speak to members of the College on this fiftieth anniversary, my first thought was that the task would be easy; I supposed that my theme would be

Let us now praise famous men,
And our fathers that begot us . . .
Men renowned for their power,
Giving counsel by their understanding,
And declaring prophecies:
Leaders of the people by their counsels,
And by their knowledge of learning meet for the people . . .
Their bodies are buried in peace;
But their name liveth for evermore.

This I would prefer to do; but this I dare not do. The men of 1891 looked forward, not back. It was because they looked forward that this institution stands; it was because they had faith that this audience is gathered here; it was because they had courage to drive ahead that they are memorable. Let us praise them, but not by looking backward. Let us praise them by imitating them; as it is written

Their seed standeth fast,
And their children for their sakes.
Their seed shall remain for ever,
And their glory shall not be blotted out.

The children of the men of 1891 may not look back. The children of the men who founded Meredith must look forward, even in the year 1941, when to look forward is to stare into lowering clouds, black and menacing. Nevertheless, to turn in any other direction would be to prove recreant to the great tradition.

* Founders' Day Address, Meredith College, February 7, 1941.

There is a line in your college song that is more eloquent than perhaps many of you who are students at Meredith can understand; it runs,

We had waited for thy coming, in the darkness waited long,
Ere the morning star proclaimed thy natal day.

How long was that waiting, how great was that darkness, not many of us can comprehend. But we do know that it was the long agony of a defeated nation, the painful readjustment of men and women who had seen their world turned upside down, their hopes blasted, their faith shattered, their pride turned to derision, their shrines overthrown, their beliefs proved false. Even in 1891 the scars of the great war that had ruined the South were still raw and red. In 1891 the South was in a far more desperate plight than Germany was in 1939; but it is the glory of the men of those times that their dreams of the restoration of their land excluded fire and steel, had no place for incendiary bomb and high explosive, shut out violence. They did, indeed, "highly resolve that this nation, under God, shall have a new birth of freedom," but at the same time they heeded an admonition greater still; they remembered that "not by might, nor by power, but by my spirit, saith the Lord." In spite of the mists of ancient hates and the fogs of ancient wrongs, in spite of the darkness of poverty and despair, they lifted up their eyes, and looked to the east, to the dawn, to the future; and because they looked with the eyes of faith, they glimpsed the morning star.

We who stand in their place fifty years later have our troubles, too. The mists of hate and the fogs of wrong have closed in on the world once more, and upon the minds of some Americans the darkness of despair has settled down. Even a bold man, when he stares at the future today, may well be appalled. It is not merely that the roar of battle sounds closer and closer every day. We have known war before; and

Where the sons of Carolina taught a nation to be free,
And her daughters taught their brothers to be brave,

life, please God, is not yet so dear nor peace so sweet as to be purchased at the price of chains and slavery. With all our hearts we wish for

peace; but if the sword be thrust into our hands, we shall not lack the skill nor the will to wield it.

But more than war comes; indeed, worse than war already is upon us. We are not yet invaded by the enemy who comes in tanks and bombing planes; but we are invaded. Already there are voices among us crying aloud for compromise; the wave of the future, they declare, is carrying along the masters of the slave states. Their power is too great for us; let us prepare, indeed, to hold our land, if we must, but let us understand quickly the force that propels the tyrants, let us shape our purposes and our thoughts to theirs, that we may come to an agreement with them and acquire, perhaps, something of their strength.

It is not pleasant to contemplate this. On such an occasion as this it would be a far more gracious thing to turn to the past, to think of 1891, to say, "Let us now praise famous men," and to spend our time recounting their glories. But in so doing we should ignore the very culmination of that praise, which comes in the lines,

Their seed standeth fast,
And their children for their sake.

In praise of famous men, therefore, let us, their children, look forward. You daughters of Meredith, stand fast and look ahead. So your fathers did. So must you do, if you are true daughters. What it was to be a college woman in the past, you know; what is it going to be in the future? What your parents gave to the world you can see by looking around you; what have you to give to the world of tomorrow?

Every college woman, and every college man owes a debt to the past that must be paid to the future. Even if a college woman has paid her tuition and fees, she has not paid the whole cost of her education, even in money. There is this ground, there are these buildings, bought by the sacrifices of the past. There is the contribution that the State has made through the years in foregoing taxes on educational institutions. There are the gifts for equipment and endowment, none of which are included in the bills rendered to students. The actual money cost of educating a college woman runs to hundreds of dollars more every year than she pays.

But the money cost is only a part of it. College students are not educated by money alone. Over and above the money, such an institution as Meredith College represents a prodigious investment of faith, of toil, and of love poured out lavishly by hundreds and thousands of people through all the years since its foundation. You might pay the money cost of your education, but you cannot pay that debt in money. You can pay it only by giving to the world something that will make the establishment and maintenance of this college worth while, something that will justify the men of 1891, so that "their glory shall not be blotted out."

What can you give the sort of world we shall probably be living in for the next five years? What may a woman reasonably be expected to acquire at college, of which the world has need? Beauty and charm one may have without ever entering college. Even the highest type of beauty, a beautiful spirit, is not dependent upon the college education. Many skills, too, have no necessary connection with college. A beautiful woman, a good woman, a useful woman you may be without undergoing the intellectual discipline of higher education. What, then, does the world require of you, not merely as women, but as college women?

I venture to assert that the correct answer is not what it was in 1891, because it is not the same sort of world. In 1891 hardly any rational man ever thought of suggesting what the leaders of millions of men are trumpeting from throats of brass today, namely, that liberty is not only dangerous, but pernicious, that the generality of men are not fit for self-government and ought not to be free. In 1891 it entered few minds to doubt that the spark of reason in man's brain is a divine fire, and that the superior man is the intelligent man. All this is denied today. We are told with the voice of Stentor that the truth must not be revealed to ordinary men, for they are not capable of examining the facts and drawing correct conclusions from them. In 1891 we preached, if we did not always practice, belief in the fatherhood of God and the brotherhood of man. Today we are told in thunder tones that most of the human race are, at best, God's step-children and in particular that those who are, in our human way of reckoning relationship, the brethren of our Lord are sub-human and to be treated worse than the beasts of the field.

In short, millions of armed men today are attempting to impose upon the world a philosophy that rests upon a basis of supreme contempt for those human qualities that in 1891 were rated highest. Man's intelligence is denied, his justice is derided, his tenderness is hated, his will to be free is held criminal; only his brute strength is respected and only his ferocity is prized.

This is the philosophy of the tyrant state. It marches ahead of the troops, it flies ahead of the bombers. But when this philosophy has invaded a country, the armed men who follow it do not have to invade; they merely occupy. The terrible example of France has shown us that the aviators need not waste high explosive on airports, railways, and factories if enemy ideas have already blasted the people's faith, courage, and resolution. No armed enemy has as yet set foot upon our shores; but the enemy philosophy is already spreading among us.

But why, you may ask, is it appropriate to draw the attention of this particular audience to the invasion of our country by the totalitarian philosophy? Why should this matter be of sharper interest to college women than to any other women, or to men?

As a matter of fact, it shouldn't. We are all in the same boat, we are all affected, almost equally. The degradation of women implied in totalitarian philosophy would not be confined to college women. The denial of civil rights under a tyrant would not apply solely to the educated; ditch-digger and doctor of philosophy alike would feel the lash of the taskmaster. The burning of the books that accompanies totalitarianism might seem, at first, to affect only those who can read; but when the light of intelligence is extinguished, all are left in darkness, and it is usually the ignorant who stumble first.

However, the repelling of inimical ideas is properly the work of those who are familiar with ideas, just as the repelling of enemy soldiers is properly the work of those whose profession is arms. Women who have spent four years acquiring citizenship in that realm that is truly international, the Republic of Letters, have a special responsibility for the defense of that realm just as certainly as soldiers have a special responsibility for the defense of the territory of the United States.

I know there are many who mistake the nature and purpose of a college education. There are those who look upon it solely as the gateway to an easier life, because the student learns either to earn more money, or to acquire more consideration and respect from others, or to secure a higher position in the world. Some there are who cherish the quaint old idea that college is a place where students are nailed down for four years, to be stuffed with knowledge as a Strasbourg goose is stuffed with food. Some, wiser but not too wise, regard college as an intellectual gymnasium designed to give the student's mind suppleness and strength.

But these are the opinions of outsiders. If these opinions are shared by you, who have known Meredith from within, then I dare assert that the college has failed in its main purpose. Oh, I do not assert that these judgments are altogether wrong. A college education frequently does tend to ease the burden of life, to add to the student's dignity and to his knowledge, and to strengthen his intellectual capacities. But all these things are incidental to the main purpose of such an institution, which is to train its students to recognize and to admire excellence even when it is of a sort not obvious to the ignorant and the dull.

To this end you have been brought daily into contact with the records of the finest achievements of the human spirit in every age and every clime. It is inevitable that you should learn, in the course of this study, how often mankind has fallen into folly, wickedness, and crime. It is needful for you to know how the greatest of all tragedies is repeated in little every day—how every garden at one time or another has been a Gethsemane, and every hill a Calvary; for He said, "Inasmuch as ye did it unto one of the least of these, my brethren, ye did it unto me."

Sad hearts, some of them belonging to men of wisdom, have found no more in life than this. "Vanity of vanities, all is vanity, saith the Preacher." "History is little else than a picture of human crimes and misfortunes," said Voltaire. "The play is the tragedy, Man, and its hero the Conqueror Worm," said Poe.

But you will find, I think, that nearly all such utterances, when they were made by great men, were made in moments of weariness and pain. It is not always easy to complete the story. When one comes to the Seventh Saying, to the terrible cry, "It is finished!" it is a temptation to close the book and read no more. This the faint-hearted do, and those of little faith, and those whose understanding is dull; this do great men, sometimes, when they are momentarily overcome by the tragedy of it all.

But the wiser read on, and by so doing, they pass from Calvary to another hill, the mountain of the Ascension; for if the brethren of the Lord are scourged every day to the place of crucifixion, some of them also follow Him to Olivet, there to touch the Eternal and so to give meaning to human life. Learn this, and you have the basis of all true education; omit this, and though you speak with the tongues of men and of angels and have all knowledge, yet you are but as sounding brass and a tinkling cymbal. Even he who said "all is vanity" also said,

I applied mine heart to know, and to search, and to seek out wisdom, and the reason of things, and to know the wickedness of folly, even of foolishness and madness: . . . Lo, this only have I found, that God hath made man upright.

Note well, the word is "man"—not Americans, not Englishmen, not Frenchmen, nor Germans. There are individual men of every race and of every nation that deserve nothing but contempt; but it is foolishness and madness indeed arrogantly to apply the word "outcast" to any man on account of his race, or his nation; and it is this foolishness and madness that have produced the horror that sweeps the world today.

Have you college women learned this? If not, apply yourselves to study again, for you know nothing. The greatness of man when he is touched by the spirit of God is what Meredith was founded to teach you; this is what the men of 1891 looked forward to; for this is all that science, and art, and philosophy have to reveal.

It is the tragedy of ignorance that this truth is revealed dimly and obscurely to the untaught. There have been and there are un-

lettered men who are wise with this wisdom; but it is hard for them to be so. The world has a right to expect a greater share of wisdom from you whose minds are trained.

It is only too probable that you will soon be put to the test. It is easily possible that this nation may be engulfed in war against its will. But while war may be inevitable, it is not inevitable that we shall be completely overwhelmed by the foolishness and madness that have produced the war. Our escape from it depends largely upon the college men and women of this country. To what extent will you be able, in the midst of battle, to remember the distinction between the foe and his cause? I think it is the right and duty of every civilized man and woman to hate with a bitter and relentless hatred, the tyranny that has driven the German people into their present course; but it would be a victory for that tyranny were we to allow ourselves to drift into hatred of the German people.

"God hath made man upright." It is as true in Berlin as it is in Raleigh. I can name two Germans who are more significant for the future than Adolf Hitler. One is Pastor Niemöller. The other is the priest Hieronymus. They do not command armies, nor receive the plaudits of the multitude. As far as we know, both lie in prison, and have lain there for at least two years. Both are there because when the order went forth to spit upon everything Jewish, they refused; and the priest declared, "A Jew is my Lord, and Him only will I serve." That, women of Meredith, was an utterance so great that nothing else said in Germany in the last ten years is worthy to be compared with it. That, alone, is enough to preserve some honor to the German nation. That is enough to make us reject the temptation to believe in our own superiority, for it is not in us, or in any other people, to rise higher than that.

All our energies at this moment are bent to the task of solving the problem of national defense. I summon you to do your part. It is not enough to cover the seas with our fleets, and to man the guns along our coasts. The men-at-arms can be trusted to do that. It is not enough to supply shells and food and clothing and all implements of war to the armed forces. Labor and capital can be trusted to do that. Your

part is to repel, not the armed forces of the tyrants, but tyranny itself; for tyranny may win, even though the tyrants be defeated. Tyranny comes when a nation has lost faith in its own ideals, when hatred and suspicion have replaced the brotherhood of men, when we have succumbed, not to the sword, but to the ancient heresy that might makes right.

It is to be feared that our situation, as regards this sort of invasion, is much more perilous than it is as regards an invasion by any foreign nation. Right now, there is much more for college women to do than there is for soldiers to do; for the soldiers, as yet, are merely standing to arms, whereas the fight of the college women has already begun. No foreign soldier treads our soil, but hatred, suspicion, fear and blindness are upon us. The Hun is at the gate.

A great and gracious thing it will be for the women of Meredith to take their part against him. For you stand in the shadow of a great name. Your college is Meredith, named for a man who could see far into the future, far beyond the clouds that surrounded him and darkened his times. Your city is Raleigh, named for a man who could see even further, a man who could both fight and sing, a man who could die with his faith unshaken in El Dorado, "that great and golden city" that lay beyond the sunset.

Say to the king, quoth Raleigh,
I have a tale to tell him;
Wealth beyond derision,
Veils to lift from the sky.

There is your commission, women of Meredith, women of Raleigh. Then who is this king, to whom you are to go, to strengthen his hand and to restore his hope? Who but the King of America, the sovereign people? Our cartoonists have accustomed us to think of Uncle Sam as a shrewd, but amiable old hayseed. So, indeed, he is; but he is also a great king, the greatest, the richest, the most powerful in the world. But he is a troubled king. Like Saul when the black mood was upon him, our king at this moment is bewildered and irresolute. He is not so much afraid as perplexed over what is the right thing to do; and he sits glowering in his tent.

There is no lack of those who have a tale to tell him, but what tales they are! Some are saying that he is no king, anyhow, but only a pretender, who sits on the throne by accident, and not by virtue of his right to rule. The people sovereign? Nonsense, these Job's comforters say, echoing the words of Hamilton, "Your people, sir, is a great beast!"

Others tell him that while his sovereignty may be genuine, he is but a fool, suffering himself to be led by the nose. They echo the words of hasty David, "All men are liars!" There is neither right nor wrong in this war, they say, but only a mad rush of Gaderene swine down a steep place into the sea. Among the nations, they say, truth is an illusion, honor but a word, a mouthful of wind; the King of America has no duty and no obligation other than to look to his own ease and security.

Still others tell him that he may be a rightful, and even a righteous king, but that he is powerless. The battle is already lost, they cry, and if the king lifts an arm he will only bring upon himself poverty and woe. The threatening hosts may be evil, but they cannot be withstood, therefore they must be appeased.

Oh, the king is hearing tales in plenty. Every morning brings new messengers to pour into his ear new stories of folly, of poverty, of black despair. This woeful company needs no recruitment; pessimism is rampant enough, without assistance from the women of Meredith.

Say to the king, then, that Raleigh has another story—

Wealth beyond derision

Veils to lift from the sky.

Is it true? Well, it may be true. Nobody has spoken to the king of wealth, recently; all the tales have been of poverty and loss. But that is because they think only of those forms of wealth that are represented by gold and silver, the material things that men accumulate for the body's comfort. Surely, there are other riches. What of the chains that Niemöller and Hieronymus wear? They may be of common steel, but the time will come when they will be more glorious in the sight of Germany than if they had been made of massy gold.

"Let us erect a standard to which the wise and honest may repair," said George Washington. That standard has been upright for a century and a half; is it of little worth? "Our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal." Not that nation, but the spirit that inspired it has been the treasure of the world for five generations, worth more than all the minted gold, more than all the cargoes of the seven seas. Through your mouths, women of Meredith, let Raleigh speak to the king of his wealth, which moth and rust do not corrupt, nor thieves break through and steal.

While others cry that the whole world over the lights are going out, while others scream that the clouds are piling up and the storm is about to burst upon us, do you speak to the king of veils to lift from the sky. What is the true composition of these clouds that are blotting out the sun? We all know that they are made up of the mists and fogs of ignorance, hatred, suspicion, arrogance, greed and contempt for the dignity of man.

Who shall lift them, if not the men and women of our colleges, those who have breathed the serene, clear air of the Republic of Letters, where reason and learning, like the steady trade-wind blowing, drive fog and mist away? Speak to the king of veils to lift from the sky.

Tell him you come from Raleigh, who believed in El Dorado, that great and golden city. Admit the truth—that this belief led Raleigh to the block. But tell him the rest of the truth—that it was this belief in the ideal, this steady confidence in an unseen splendor that may be attained by him who has the courage and the strength, this certainty that the search for El Dorado is worth the investment of a man's life that made Raleigh immortal.

Tell the king that Raleigh has a little dream to sell him. It is not a dream of conquest. It is the glory of our king, the sovereign people, that he is not interested in conquest. The King of America has his faults, God knows, but I think it can be truly said that rapacity is not among them. On the contrary, if he knows his own heart, his desire is that his great treasure, the standard of a nation conceived in liberty, may be-

come the common possession of all mankind. It is a dream, but a golden dream. It is El Dorado, but not one built of earthly gold.

Nevertheless, if the king is possessed by that dream, the black mood will pass, as surely as the affliction of Saul was swept away by the harp of the shepherd boy. America, certain that a nation conceived in liberty is the treasure of the world, America, certain that hers is a standard to which the wise and honest may repair, will no longer be either perplexed or fearful. I hope our king will not go out to battle; but if he knows that El Dorado exists, he will be able to stand up and take the war, calm in his strength, certain of the eventual triumph of his cause.

To tell him this is the duty of college women for the next few years. It is what the men of 1891 had in mind; and well done it will make this college great in 1991. It will not be easy, but you can do it, so go blithely, with this song on your lips:

Say to the king, quoth Raleigh,
I have a tale to tell him;
Wealth beyond derision,
Veils to lift from the sky,
Seas to sail for England,
And a little dream to sell him,
Gold, the gold of a vision
That angels cannot buy.





SERIES 34

MARCH, 1941

No. 3

MEREDITH COLLEGE

QUARTERLY BULLETIN



CATALOGUE

1940-1941

ANNOUNCEMENTS

1941-1942

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RALEIGH, NORTH CAROLINA

Published by
MEREDITH COLLEGE
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COLLEGE CALENDAR

First Semester

1941

September	9-11	Tue.-Thurs.	Orientation program for all new students.
September	10	Wednesday	Examinations to remove condition grades.
September	11	Thursday	Registration of returning students.
September	11	Thursday	Formal opening exercises, 8:00 p. m.
September	12	Friday	Classes begin, 8:30 a. m.
November	8	Saturday	Mid-semester reports.
November	20	Thursday	Thanksgiving holiday.
December	6	Saturday	Examinations to remove condition grades.
December	20	Saturday	Christmas vacation begins, 1:00 p. m.

1942

January	5	Monday	Christmas vacation ends, 1:45 p. m.
January	17-23	Sat.-Fri.	First semester examinations.

Second Semester

January	26	Monday	Assembly, 9:00 a. m. Registration.
January	27	Tuesday	Classes begin, 8:30 a. m.
February	6	Friday	Founders' Day.
February	9-14	Mon.-Sat.	Religious Emphasis Week.
March	21	Saturday	Mid-semester reports.
April	1	Wednesday	Spring vacation begins, 1:00 p. m.
April	8	Wednesday	Spring vacation ends, 1:45 p. m.
May	4-9	Mon.-Sat.	Registration for the session 1942-1943.
May	23-29	Sat.-Fri.	Second semester examinations.
May 30-June 1		Sat.-Mon.	Commencement exercises.

Summer Session, 1941

(With Wake Forest and Mars Hill Colleges)

June 10-Aug. 8	Central Division, at Wake Forest.
June 9-Aug. 8	Western Division, at Mars Hill.

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TERMS EXPIRE 1943

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MAUDE DAVIS BUNN.....	Raleigh
HARRY B. CALDWELL.....	Greensboro
OSCAR CREECH	Ahoskie
VET MOLETTE DORSETT.....	Siler City
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TERMS EXPIRE 1944

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INSTRUCTOR IN ENGLISH AND LATIN

FRANCES M. BAILEY, O.B., A.B., A.M.

Northwestern College of Speech Arts, O.B.; Intermountain Union College, A.B.;
State University of Iowa, A.M.; Graduate Student State University of Iowa

INSTRUCTOR IN SPEECH ARTS

MEREDITH COLLEGE

RUTH COUCH ALLEN, B.S., A.B., A.M.

Meredith College, B.S.; Meredith College, A.B.; Duke University, A.M.; Graduate Student, Weimar-Jena Summer College, Weimar, Germany; Duke University

INSTRUCTOR IN MODERN LANGUAGES

MARGARET KRAMER, A.B., M.S.

Meredith College, A.B.; North Carolina State College, A.M., M.S.

INSTRUCTOR IN CHEMISTRY

BETTY ADKERSON ETCHELLS, B.S.

Woman's College of The University of North Carolina, B.S.; Graduate Student, Columbia University

INSTRUCTOR IN PHYSICAL EDUCATION

¹ELLA McRAE STAGG, A.B., A.M.

College of William and Mary, A.B.; University of Pennsylvania, A.M.; Sorbonne, Diplome; Graduate Student, Universities of Dijon, Rennes, and Vienna; University of North Carolina

INSTRUCTOR IN MODERN LANGUAGES

MYRA ALLENE WILLIAMS, A.B., A.M.

Winthrop College, A.B.; University of South Carolina, A.M.; Furman University Biological Camp; Marine Biological Laboratory, Woods Hole, Mass.; George Peabody College for Teachers; Duke University

INSTRUCTOR IN BIOLOGY

HAZEL MARTIN LASSITER, Mus.B.

Meredith College, Mus. B.; Institute of Normal Methods

INSTRUCTOR IN PUBLIC SCHOOL MUSIC

ALICE LITTLE McFADDEN, A.B., B.S., A.M.

Macalester College, A.B.; University of Minnesota, B.S. in Architecture; Columbia University, A.M.

INSTRUCTOR IN ART

DOROTHY PHELPS, Mus.B.

Oberlin College Conservatory of Music, Mus.B.; Graduate student, Oberlin College

INSTRUCTOR IN MUSIC

ROSALYN HOWARD GARDNER, A.B., A.M.

Woman's College of the University of North Carolina, A.B.; University of North Carolina, A.M.; Graduate Student, University of North Carolina

ACTING INSTRUCTOR IN MODERN LANGUAGES

¹Absent on leave, second semester, 1940-1941.

FACULTY COMMITTEES FOR 1940-1941

Absences—MRS. MARSH, MISS BAKER, MISS ENGLISH.

Advanced Standing—DEAN BOOMHOUR, MISS JOHNSON, MISS YARBROUGH, MR. CANADAY.

Appointments—MR. TYNER, MR. COOPER.

Athletics—MRS. ETHELLE, MRS. SORRELL, MISS YARBROUGH, MISS DORIS TILLERY.

Bulletins—DEAN BOOMHOUR, MISS HARRIS, MR. CANADAY, MISS PORTER, MISS JOHNSON, MRS. WALLACE, MISS LANHAM, MR. HENDERSON.

Classification—DEAN BOOMHOUR, and the heads of departments.

Concerts—MR. COOPER, MISS CRAWFORD, MR. ALDEN.

Curriculum—DEAN BOOMHOUR, MR. FREEMAN, MISS ENGLISH, MR. TYNER, MISS BREWER, MISS HARRIS, MR. CANADAY, MISS PRICE, MISS CLARKE, MR. HENDERSON, MR. RILEY, MR. COOPER, MISS JOHNSON, MRS. WALLACE, MISS YARBROUGH.

Freshman Orientation—MISS ENGLISH, MISS JOHNSON, MRS. WALLACE, MISS BAKER.

Lectures—MR. RILEY, MISS HARRIS, MISS YARBROUGH.

Library—MR. FREEMAN, MRS. WINSTON, MISS BREWER, MISS HARRIS, MISS MARY TILLERY.

Social Functions—MISS BAKER, MRS. SORRELL, MISS WHITE.

Student Government—MISS BAKER, DEAN BOOMHOUR, MISS ENGLISH.

Vocational Guidance—MRS. WINSTON, MISS MARKS, MISS ENGLISH, MR. PRICE, MISS YARBROUGH.

Officers of Alumnae Association

President—MRS. SIM H. WELLS, Raleigh.

Vice-President—MRS. S. A. DUNN, JR., Enfield.

Vice-President, Asheville Division—MRS. WM. J. WORTMAN, Morganton.

Vice-President, Charlotte Division—MRS. BONNER KNOX, Statesville.

Vice-President, Elizabeth City Division—MRS. FRANK B. MEACHAM, Jackson.

Vice-President, Greensboro Division—MRS. R. B. WILKINS, Durham.

Vice-President, Wilmington Division—MRS. C. L. THOMAS, Raeford.

Recording Secretary—NORMA ROSE, Meredith College.

Executive Secretary and Treasurer—MAE GRIMMER, Meredith College.

Commencement Speaker—MRS. HERBERT K. HARRIS, Seaboard.

GENERAL INFORMATION

Foundation and Purpose

Meredith College, founded by the North Carolina Baptist Convention, was granted a charter in 1891, and was first opened to students in September, 1899. It was chartered as the Baptist Female University, a name changed in 1905 to the Baptist University for Women, and in 1909 to Meredith College. This last name was given in honor of Thomas Meredith, for many years a recognized leader of the Baptist denomination in North Carolina, who in 1838 presented to the Baptist State Convention a resolution urging the establishment in or near Raleigh of "a female seminary of high order that should be modeled and conducted on strictly religious principles, but that should be, so far as possible, free from sectarian influences."

The purpose of Meredith College is to develop in its students the Christian attitude toward the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, and for professional and other fields of service. Its intention is to provide not only thorough instruction, but also culture made perfect through the religion of Jesus Christ. These ideals of academic integrity and religious influence have always been cherished at Meredith.

The institution has had four presidents: J. C. Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939—.

Recognition

Meredith College is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, and is on the approved list of the Association of American Universities. Graduates of Meredith are eligible for membership in the American Association of University Women.

Meredith College is an associate member of the National Association of Schools of Music. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

Location

Because of the growth of the College, the original site in the heart of the city of Raleigh became inadequate, and in January, 1926, the institution was moved to a campus of one hundred and thirty acres—now increased to one hundred and seventy—about three miles west of the capitol. Federal highways 1, 64, and 70 pass the southern edge of the campus. Frequent local bus service from the door of the administration building into the city makes readily accessible to students the State museum, the State and city libraries, and the churches, homes, and shops of the city. Raleigh as the capital of the State and as an educational center attracts excellent lectures, plays, and concerts, which students may easily arrange to attend.

Buildings

The administration building, the four dormitories, and the dining hall—all brick fireproof structures—form a quadrangle around a court. Johnson Hall contains on the first floor administrative offices and reception rooms; on the second floor the library and rooms for the use of non-resident students; and on the third floor assembly rooms for the two literary societies. The dormitories—Jones Hall, Faircloth Hall, Vann Hall, and Stringfield Hall—are also three stories in height, each accommodating one hundred and twenty-five people. The rooms in the dormitories, planned for two students each, are arranged in suites of two with a connecting bath. Each occupant has a single bed and a closet of her own. There is a social room on each floor, a kitchenette and a pressing room in each dormitory.

East of the quadrangle are four more buildings. The first of these is the auditorium, with provision for music studios and practice rooms. Next is the science building, with lecture rooms, offices, and well-equipped laboratories for biology, chemistry, physics, and home economics. The third of these has classrooms and offices for the other departments. North of this group is the gymnasium.

Library

The library has 24,000 volumes and 5,000 pamphlets, all scientifically classified and catalogued. These have been selected by the head librarian and by the heads of departments, and are in constant use by the students. Two hundred and fifty-five periodicals and ten newspapers

are received regularly throughout the college year. In addition to the library at Meredith College, the State Library, the State College Library, and the Olivia Raney Library are open to students. Through the interlibrary loan service, books may be secured from various university libraries.

Religious Life

As a distinctively Christian college, Meredith makes every effort to encourage the spiritual growth of its students. A full-time religious secretary gives guidance and counsel to students in their organized work and in their individual problems. Each year, in February, a visiting speaker is invited to the campus to lead students in a series of services looking toward deeper spiritual thinking and experience.

All regular students are required to attend the chapel services five days each week. All resident students, except seniors, are also required to attend Sunday school and church services each Sunday morning, eight absences without excuse being allowed during the year.

Health

A well-equipped infirmary, under the direction of two graduate nurses and the college physician, is maintained for the care of the sick. The infirmary office is open to students at all times; and the college physician has regular office hours at the college, at which times students may consult her. It is the purpose of the physician and nurses to prevent illness by means of the knowledge and observance of the general laws of health. Health ratings, based on a positive health program, are now recorded annually.

Vaccination against smallpox is required.

A certificate from a city or county health officer, or from the family physician, must be presented by each student at the time of physical examinations for the first semester. This statement must show that the student has received three doses hypodermically of triple typhoid vaccine at weekly intervals within a three-year period. To meet the requirements, a student must receive these injections every three years during her college residence.

All necessary ocular and dental work should be attended to before students enter, or during a vacation. In emergencies this work may be done by specialists in Raleigh without loss of time from classes.

Residence

Students not living at their own homes or with near relatives are required to live in the college dormitories. Stringfield Hall is reserved for freshmen; the other three are open to other students without distinction as to class. The number of resident students may not exceed five hundred.

Students should bring with them towels, sheets, pillows, pillowcases, couch covers (or counterpanes), and all other bed coverings likely to be needed. All rooms are furnished with single beds. Curtains, draperies, rugs, and pictures will make the room more attractive.

All laundry must be clearly marked with indelible ink. The laundry fee collected by the college covers the cost of flat work only. Each student may have laundered each week two sheets, two pillowcases, one counterpane, four towels, and one bureau scarf.

All dormitories will be closed during the Christmas holidays.

Student Organizations

Student Government Association. This important organization, of which all resident students of Meredith are members, has as its purpose (1) the regulation of the life of the students for the good of all concerned, and (2) the promotion of a high sense of honor in academic work. The executive body of the Association is the Student Council, consisting of the president of the Association, the vice-president, the secretary, the treasurer, the house presidents and vice-presidents, and one representative each from the sophomore and freshman classes. An Advisory Committee, comprising the Dean of Women and two other members of the faculty, consults with the Student Council as occasion may demand. The Student Government Association holds regular meetings at the chapel period each Wednesday, at which time the students have an opportunity to discuss matters of special interest to them.

Religious Organizations. The religious activities of the students are under the general direction of the Baptist Student Union, its council including the officers of auxiliary organizations and a representative of students belonging to other churches than a Baptist church. Wednesday-evening study groups and Sunday-evening vesper services afford the students opportunity for helpful thinking and working to-

gether. Enjoyable parties, to which students from the neighboring colleges are sometimes invited, are also included in the programs of the Union. For the convenience of Meredith students, a little store, the Bee Hive, is maintained on the college campus. The Service Band provides association for those who are interested in full-time Christian service, either at home or on the foreign field; and the Young Woman's Auxiliary has a definite denominational affiliation. All in all, the character and number of religious activities fostered on the Meredith campus are evidence of the Christian purposefulness of Meredith students.

Honor Society. The Kappa Nu Sigma Honor Society, organized in 1923, has as its special aim the promotion of scholarship at Meredith. Members are admitted on the basis of scholastic standing maintained over a period of two years or more. Each year Kappa Nu Sigma presents some distinguished speaker, who is heard by the entire college community.

Departmental Clubs. A means of cultural enrichment is offered students in the various departmental clubs at Meredith. These include the International Relations Club and the Meredith League of Women Voters, The Helen Hull Law Classical Club, the Elizabeth Avery Colton English Club, the Barber Biology Club, the K. K. Art Club, the Home Economics Club, the Sociology Club, the Psychology Club, and the Gavel Club. Most of these hold monthly meetings and aim at an approach to their subjects somewhat different from the distinctly academic.

Literary Societies. Two literary societies, the Astrotekton and the Philaretian, have been in existence since the early days of the college. In addition to the presentation of programs at regular meetings, each society offers a medal for the best essay written during the academic year by one of its members.

The Silver Shield. Selection for membership in the Silver Shield, honorary leadership society of the college, is based upon Christian character, constructive leadership, and service to the college. Members are chosen from the senior and junior classes at a public "tapping" ceremony. The Silver Shield was organized in 1935.

Publications. There are three student publications at Meredith: *The Twig*, a newspaper, issued bi-weekly, in the columns of which col-

lege happenings are recorded and student opinion expressed; *The Acorn*, a literary journal published six times during the school year; and *Oak Leaves*, the college yearbook, published annually under the direction of the literary societies.

The Choir and the Glee Club. The Meredith Choir and the Meredith Glee Club, directed by members of the music faculty, give students who belong to them valuable training. These groups appear in concert at stated intervals throughout the college year.

The Little Theatre. The Meredith College Little Theater provides for students who are interested in dramatics both the opportunity to appear in plays and practical experience in play production. Several plays are presented during the winter. A chapter of Alpha Psi Omega, national honorary dramatic fraternity, gives special recognition to members of The Little Theatre who excel in its activities.

The Athletic Association. The Athletic Association exists for the purpose of promoting among the students a love of sports and of fair play. It offers so wide a range of recreational activity that every student may find a sport to suit her. Hockey, basketball, and tennis, as well as less strenuous games, may be enjoyed for the choosing. The Athletic Association also sponsors the annual Stunt Night, an important occasion early in the college year when the four college classes offer, in competition for a trophy, original dramatic acts.

Expenses

GENERAL FEES FOR EACH SEMESTER

Resident students:

Tuition: Instruction, library, lectures and recitals, academic administration	\$ 75.00
Residence: room and board, laundry, infirmary service, maintenance	150.00

Non-resident students:

Tuition (as above).....	75.00
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SPECIAL FEES FOR EACH SEMESTER

Applied music (two half-hour lessons a week):

Piano, organ	\$37.50 or 45.00
Violin, voice	45.00
Use of piano, one hour daily	4.50
For each additional hour.....	2.25
Use of organ, one hour daily	15.00 to 25.00

Applied art:

Art 1-2, 21, 22, 57-58, 91	20.00
Art 53-54, 55, 56	5.00
Laboratory fee, for each course, unless otherwise specified.....	4.00
Cooking laboratory fee	7.50
Sewing laboratory fee	1.00
Home management apartment fee.....	10.00
Directed teaching fee	15.00
Student budget fee for the year (payable to the Student Government Association)	10.50
Late registration	2.00
Special examination	2.00
Transcript of record (after first copy)	1.00
Graduation fee, including diploma	5.00

TERMS OF PAYMENT

On registration, at the beginning of the semester:

¹ Resident students	110.00
Non-resident students	37.50

On November 8 and March 21, the balance of the account for the semester.

The preceding statements as to charges and terms of payment are the equivalent of a contract between the College and its patrons. Neither the President nor the Bursar is expected to modify these regulations without specific authorization from the Board of Trustees.

¹ The \$10 room deposit reduces the September payment to \$100.

A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the Bursar. Under no circumstances will a student be allowed to take semester examinations or receive a transcript of her record until her account has been paid in full.

The \$10 room deposit paid by a prospective student will be refunded if requested by August 15; after this date it will be forfeited to the College.

A deduction of ten per cent is allowed where two or more students come from the same family.

A regular college student whose father is an active ordained minister or full-time religious worker is allowed a concession of \$75 on her expenses for the year; if her father is actively engaged in mission work, at home or abroad, she is allowed a concession of \$150 for the year.

Students are not required to make a breakage deposit to cover unjustifiable damage to college property, but for such damage they will be expected to pay.

The student budget fee of \$10.50 for the year is required of all regular students. This fee takes care of a student's obligations to the several student organizations, and includes subscriptions to the three student publications.

Resident students are not charged for the ordinary services of the College physician and nurses, and for the use of the infirmary. For additional service in case of serious or prolonged illness, and for all special medical prescriptions, the patron is expected to pay.

If a student withdraws or is dismissed from the institution before the end of a semester, no refund will be made for the quarter of the year in which she leaves. Proportionate refund may be allowed on residence charges if a student is continuously absent for at least four weeks because of illness or other unavoidable circumstances.

Scholarships, Loan Funds, Self-Help

Endowed Scholarships. Friends of the College have established endowment funds for scholarship aid, the principal of which amounts to \$36,250. These funds provide for seventeen scholarships, as indicated

below. In some cases the donors have made specific restrictions affecting the award of the scholarships, but students interested may write the President of the College. Value, \$100 to \$120.

- The E. F. Aydlett Scholarships (three)
- The J. T. J. Battle Scholarships (four)
- The K. M. Biggs Scholarship
- The Z. M. Caveness Scholarship
- The Myrtle Hart Farmer Scholarship
- The J. M. Gardner Scholarship
- The Moses S. Jones Scholarship
- The Mrs. Sallie Bailey Jones Scholarship
- The Mr. and Mrs. W. H. Matthews Scholarship
- The J. H. Moore Scholarship
- The W. W. Parker Scholarship
- The W. A. Thomas Scholarship

Freshman Scholarships. The Board of Trustees authorizes the award of forty scholarships, valued at \$100 each, to resident members of the incoming freshman class. These awards will be based on outstanding scholastic achievement and promise, qualities of social leadership, and financial need. Applications and supporting credentials should be submitted to the President of the College by June 15.

Alumnae Scholarships. Local chapters of the Meredith College Alumnae Association provide for the award of ten \$100 scholarships annually. Students interested should write Miss Mae Grimmer, Secretary, Meredith College.

College Loan Funds. Earnings from the funds listed below are available for loan purposes to students in residence. Inquiries should be addressed to Mr. F. B. Hamrick, Bursar, Meredith College.

- The Elizabeth Avery Colton Loan Fund
- The Louis M. Curtis Loan Fund
- The John M. W. Hicks Loan Fund
- The Helen Josephine Neal Loan Fund
- The William H. Reddish Loan Fund
- The Masonic Loan Fund
- The Henrietta S. Jarman Loan Fund

The Ida Poteat Loan Fund. This fund has been provided for juniors and seniors through the alumnae of the College. Application blanks

will be furnished upon request addressed to Miss Mae Grimmer, Secretary, Meredith College.

Self-Help. Many students needing financial assistance reduce their expenses by part-time employment in the dining room, in the library, and in various offices and academic departments of the College. Compensation varies with the character and amount of service rendered, but usually ranges from \$50 to \$125 for the year. Initial correspondence may be addressed to the President or Bursar. Available appointments will be made on the basis of apparent ability and need.

Summer Session

The summer session of Meredith and Wake Forest Colleges is operated jointly in two divisions, one at Wake Forest, in the central part of the State, and the other at Mars Hill, in the western part of the State. Mars Hill College has placed its plant at the disposal of the summer session and cooperates heartily in making the summer program outstanding and effective. This is the only four-year liberal-arts summer session operating in Western North Carolina. The three cooperating institutions are fully accredited A-1 colleges. This is the twentieth summer session of the central division and the ninth of the combined program.

The courses offered are an integral part of the work of these colleges and offer excellent opportunities for college students to earn additional credits toward degrees, and for teachers to earn credit for their own advancement and for raising their certificates. Provision is made for earning credits toward all the certificates issued by the State Department of Education—elementary, high school, principal's, superintendent's, and supervisor's. Nine to ten semester hours constitute the normal amount of work for the nine-weeks session.

For the past few summers there have been in the two divisions a faculty of more than seventy, approximately two hundred courses from which to select, and a student body of about one thousand.

A separate bulletin is issued for the summer session. For further information, address Dean I. N. Carr, Resident Director of the Western Division, Mars Hill College, Mars Hill, North Carolina; or Dean D. B. Bryan, Director of the Central Division, Wake Forest College, Wake Forest, North Carolina.

ADMISSION

Students may be admitted to Meredith College as candidates for the degree of Bachelor of Arts either as members of the freshman class or as students with advanced standing from other colleges. Before being accepted, candidates must present credentials giving satisfactory evidence that in scholarship, health, and character they are qualified for the educational program and standards maintained in this institution. Prospective freshmen must have at least a C average and should rank above average attainment in their secondary school work. Communications with regard to entrance should be addressed to the Dean of the College, who, upon request, will send blanks for the following information:

1. An application for admission, endorsed by parent or guardian.
2. A certified academic record, together with a recommendation for admission from the appropriate school official.
3. A physician's certificate.

These data must be approved by the Dean of the College before a candidate can be officially accepted.

Methods of Admission

By Certificate. Graduates of secondary schools holding membership in the Southern Association of Colleges and Secondary Schools, or in other regional associations of related standing, or of secondary schools fully accredited by their State Department of Education will be admitted on certificate from their high school principal.

By Examination. Applicants who present units for admission from schools not accredited will be required to pass entrance examinations on certain basic subjects, the scope and character of which will be determined by the Dean of the College.

Entrance Units

For admission to the freshman class students must offer fifteen units of credit. A unit represents a year's study of a subject in a secondary school, and is estimated to be equivalent to one-fourth of a full year's work.

The distribution of prescribed and elective units is as follows:

<i>Prescribed</i> ¹	9.5 units
English	4 units
Mathematics	
Algebra	1.5 units
Plane geometry	1 unit
A foreign language	2 units
History	1 unit
<i>Elective</i> ²	5.5 units
	15 units

Advanced Standing

A student applying for advanced standing or for acceptance of credit from another college must present the following information: (a) a certificate of honorable dismissal from the institution last attended; (b) an official transcript of her record at that institution, together with a catalogue describing the courses for which credit is requested; (c) details of the units offered for college entrance and the name of the high school from which the entrance units were received.

At least two weeks before the opening of the session, all of the above information should be sent to Meredith College by the institution last attended. Students who have completed two years of college work should indicate the major and other subjects which they expect to pursue. Students entering from other colleges with fewer quality points than semester hours of credit must make up the deficiency at Meredith College.

When the candidate comes from a college belonging to the Southern Association of Colleges and Secondary Schools or an association of related rank, she will be given credit for the courses acceptable toward a degree at Meredith College. Candidates from other colleges will be given provisional credits which must be validated by success in work undertaken at Meredith College, or by examinations.

In order to validate the provisional credit allowed a student from a non-accredited institution, other than by examination, she must make a minimum of twenty-four semester hours and twenty-four quality points during her first two semesters at Meredith. A student who fails to

1. Any deficiencies allowed must be removed before the beginning of the sophomore year.
2. Of the five and one-half elective units two and one-half must come from the above prescribed subjects, or the social studies, or the natural sciences, or any combination of these.

reach this standard will have her provisional credits reduced in number by the deficiency in hours or quality points.

The maximum credit accepted from a junior college is sixty-two semester hours. Not more than thirty-two semester hours will be accredited for the work of one year in a junior college.

Special Students

A student of mature age who gives evidence of a serious purpose and who is otherwise properly qualified is allowed to enter a special course without fulfilling the entrance requirements. All such courses must be approved by the Dean and the instructor concerned, but will not receive college credit.

Re-admission of Former Students

A student desiring to return to the College after an absence of more than a year should apply to the Dean for re-admission. Official transcripts of record at all other institutions should be submitted, together with a statement of honorable dismissal. Such a student will comply with the requirements either of the catalogue under which she is re-admitted, or of a subsequent catalogue.

Orientation-Registration

All students, upon arrival in the city, should report and enroll promptly at the office of the Dean of Women. Dormitories will be open to receive freshmen and transfer students at 9:00 a. m. on Monday, September 8. New resident students should arrive on that date, as the registration and orientation program begins at 9:00 a. m. on Tuesday, September 9. Returning students should arrive in time to complete their registration by 3:00 p. m. on Thursday, September 11. All students who fail to complete registration on the date specified must pay a special fee of two dollars.

All freshmen and all transfer students are expected to take part in the special program arranged for Tuesday, Wednesday, and Thursday of the opening week. Included in this program will be a physical examination, instruction in the use of the library, social activities, psychological tests, English placement tests, registration, and talks on various phases of college life.

ACADEMIC REGULATIONS

General Requirements for Degrees

Meredith College confers two degrees, that of Bachelor of Arts and that of Bachelor of Music. To be eligible for a degree, a student must meet the specific requirements for the degree and must be a person of unquestionably good character.

The requirements for these degrees are based on the general principle of a broad distribution of studies among the representative fields of human culture and a concentration of studies within a special field. The object of distribution is to give the student a general view of our cultural heritage and to broaden her outlook. The object of concentration is to aid the student in acquiring comprehensive knowledge and systematic training in a particular field of scholarly achievement.

A candidate for the degree of Bachelor of Arts must complete, with an average grade of C¹ or higher, one hundred and twenty semester hours of work². Each semester hour of credit is supposed to represent for the average student three hours of academic work a week, including preparation and classes.

A minimum of one full year in residence at Meredith College and the completion with an average of C of thirty semester hours of work approved for seniors will be required of every candidate for the degree of Bachelor of Arts.³

Every candidate for the degree, unless she comes from a senior college approved by the Southern Association of Colleges and Secondary Schools or by an association of related rank, must have attended Meredith College for at least two years. The last thirty semester hours must be taken at Meredith College, except that not more than six semester hours may be taken at another institution of approved standing. In the last year's work the student must maintain an average of C.

A student who completes in a summer session the work required by the College for the Bachelor's degree will be granted the degree at the end of that session.

1. An average of C means that a student must earn at least as many quality points as semester hours of credit.

2. In addition to this requirement, candidates for the degree of Bachelor of Arts must complete, with an average grade of C or higher, six semester hours of physical education.

3. A certain quality grade is required for graduation and, for the purpose of determining this quality grade, numerical values called points are given to the grade letters as follows: for grade A, three points for each semester hour of credit for the course in which the grade is received; for grade B, two points; for grade C, one point.

Requirements for the Bachelor of Arts Degree

To be recommended for the degree of Bachelor of Arts, a candidate must have completed the requirements, including those of a field of concentration, stated below. All course requirements listed in the prescribed group should be met by the end of the junior year.

I. PRESCRIBED COURSES

	Semester Hours
<i>English.</i> English, 1-2, 21-22 ¹	6-12
<i>Foreign language.</i> The third college year of one foreign language. ² This requirement may be met by the completion of one of the following courses: French 51-52, German 51-52, Greek 51-52, Spanish 51-52, Latin 51-52.....	6-18
<i>Social sciences.</i> Twelve hours selected from the following courses: History 1-2; Government 21, 22; Economics 21, 22; Sociology 21, 22 ³	12
<i>Natural sciences.</i> Two or more of the following courses: Biology 1-2; Chemistry 1-2; Physics 1-2; Mathematics 1, 2, 3; Psychology 21, 22. ⁴	12
<i>Religion.</i> Religion 1, 2 or 21, 22.....	6
<i>Physical education:</i> Six semester hours of physical education.	

48-54

II. FIELD OF CONCENTRATION

A field of concentration, consisting of forty-two semester hours distributed as follows: eighteen to twenty-four semester hours in a major department and twenty-four to eighteen semester hours in at least two other related departments, with a minimum of six semester hours in each department. The field of concentration may not include any courses open primarily to freshmen, except that a maximum of six semester hours of freshman work may be taken as related work in a field of concentration where biology or chemistry is the major subject. Required courses not open primarily to freshmen may count as a part of the field of concentration.

1. A student who takes 18 semester hours of foreign language to satisfy general college requirements will not be required to take English 21-22.
2. Two units of secondary school credit in a foreign language are the equivalent of the first college year of that language. By exception the language requirement may be satisfied by two years of Greek, provided the student has offered four units of Latin for entrance.
3. A student who does not offer two units of history for entrance must take History 1-2.
4. A student must take six semester hours in one of the following: physics, chemistry, or biology. Not more than six hours in one subject may be taken to meet the requirement in natural sciences.

Concentration in a field of study is intended to be more than a series of unrelated courses listed in the catalogue under several departments. The work required of each student in a field of concentration should be planned by the major department as a unified, coherent whole, consisting of closely related courses. The requirements of a departmental major in a field of concentration are listed under each department.

The forty-two semester hours of work in a field of concentration must be completed with an average grade of C, or higher.

Not later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts shall select a departmental major. When this selection has been approved by the department concerned, the head of that department becomes the adviser of the student in her field of concentration. The program of studies arranged by the head of the department and the student for the student's field of concentration must receive the final approval of the Dean.

The major must be selected from the following list of subjects:

Ancient languages—Latin	History
Art	Home economics
Biology	Mathematics
Chemistry	Modern languages—French
Education	Music
Grade school	Philosophy and psychology
High school	Religion
English	Sociology

III. GENERAL ELECTIVES

Additional courses sufficient to make a total of 120 semester hours.

Requirements for the Bachelor of Music Degree

The degree of Bachelor of Music will be granted to students who already hold the degree of Bachelor of Arts or Bachelor of Science and meet the requirements as stated on page 58 of the catalogue. One additional year of study confined exclusively to music will usually be necessary to secure this degree.

Regulations concerning Courses

All students, except those exempted by permission of the Dean, are required to take fifteen semester hours of work in addition to physical education.

No student is permitted to take less than fourteen semester hours of classwork a week without permission of the Dean, except (1) that seniors who are enrolled for the course in supervised teaching are advised to take no more than twelve semester hours of work for that semester, and (2) that a student with a recital to prepare may be permitted to take only twelve semester hours.

A student reported to be in poor health or engaged in outside work that demands much of her time may not register for more than twelve semester hours of work. Prescribed courses take precedence over elective courses in a restricted program.

No student may take more than sixteen semester hours of work in one semester if she failed to make an average grade above C on the work of the preceding semester. The maximum number of hours of work allowed during any semester is eighteen.

Twelve semester hours of credit in applied music may be counted by students not majoring in music as elective credits toward the degree, provided a student offers an equal amount of credit in theoretical music with grades of C or better.

During her freshman and sophomore years a student may not take more than one course in any semester in a department without the permission of the Dean.

Students who do not complete the foreign language requirement in the freshman year must continue the study until the requirement is met.

The maximum amount of work that a student may take in any one department, other than the department of music, is thirty-six semester hours. Students who choose a field of concentration with music as the major subject may take a maximum of sixty semester hours from the various subdivisions of the department.

A junior may not receive more than six semester hours of college credit in courses primarily for freshmen.

A senior may not receive credit in a course primarily for freshmen, if that work is taken to satisfy one of the course requirements for the degree. Upon the recommendation of a departmental chairman and the approval of the Dean, a senior may receive half-credit in an elective course primarily for freshmen. Any deficiency in the number of prescribed hours resulting from the reduction of credit may be satisfied by substituting an equal number of hours of free elective credit.

Not more than six semester hours of work may be done in another institution of approved standing as the final work necessary for graduation, except in the case of four-hour courses, in which case, eight hours of credit will be allowed. Such courses must be of senior grade and must be approved by the Dean before they are taken.

Freshmen must pass three semester hours in the first semester in order to continue into the second semester; in general, others must pass six semester hours in order to continue or to return. Under no condition shall a student be allowed to return unless she has passed three semester hours.

The Department of English may require an additional course in composition of a student who submits to any department a paper containing gross errors in English composition.

The College reserves the right to exclude at any time a student whose academic standing or conduct it regards as undesirable.

The Freshman Year

In the freshman year a student is required to enroll each semester in English and physical education. She is advised to enroll in a foreign language and in a laboratory science.

Additional work to make the required five courses, excluding physical education, may be chosen, upon the counsel of the Dean, from the following:

Art 1, 2	Home Economics 1-2
Biology 1-2	Latin 1-2; 21, 22; 31, 32
Chemistry 1-2	Mathematics 1, 2, 3
French 1-2	Music (See Department)
German 1-2	Physics 1-2
Spanish 1-2	Religion 1, 2
Greek 21, 22	Speech 1, 2
History 1-2	

Class Attendance

It is expected that students will be regular and prompt in their attendance at all classes, conferences, and other academic appointments.

Students must accept full responsibility for any announcements or assignments missed because of absence. Such absences, even when permitted, tend to lower a student's standing in courses; if they are unapproved, penalties are attached.

As many absences will be allowed during a semester as there are credit-hours for the course. This includes classes, private lessons in music and art, and laboratories. Absences shall not be counted when arranged by the head of a department with the approval of the Dean.

Absences from class at the last session before or the first session after a holiday (except for sickness in the college infirmary, or off the campus with a statement from a physician, parent, or guardian) will count as two absences.

Not over two-thirds of the permitted absences may be taken in any quarter, with the exception that absences because of illness will not affect the number of absences permitted for a quarter.

Absences because of illness—in the infirmary, or off the campus with a statement from a physician, parent, or guardian—will count as one-third of an absence.

Absences beyond the number allowed will be classified as unexcused, without the possibility of reconsideration; and one quality point or fraction thereof will be deducted from the total quality points for the semester for each absence or fractional absence unexcused.

Members of the choir are allowed two absences each semester. For each absence in excess of two, one-third of a quality point will be deducted.

Grading System

Each course receives one official semester grade, an evaluation of the entire work of the student during the semester. The grade of scholarship is reported in letters: A, B, C, and D indicate passing grades; F indicates failure.

Quality Points

The College requires that a student maintain a minimum scholastic average, above the lowest passing grade, in the courses offered towards the degree. This average is determined by the quality points to which her course grades entitle her. Each semester hour with a grade of A gives three quality points; B, two; C, one. A candidate for graduation must therefore have one hundred and twenty quality points, or a credit ratio of 1.0 for her entire course. This is equivalent to a general scholastic average of C.

Dean's List

At the end of each semester there is published a "Dean's List" of students who have attained high scholastic standing. Included in this list are names of all students taking twelve or more semester hours who have made a number of quality points equal to twice the number of semester hours taken plus three.

Juniors and seniors whose names are on the Dean's List are granted optional class attendance except at the last session before or the first session after a holiday.

A student may be removed by the Dean from this list during the semester if her conduct or grades are such as to make removal advisable.

Graduation with Distinction

The degree of Bachelor of Arts with distinction is conferred upon a student under the following conditions:

- (1) A student must have been in residence at Meredith College at least two years and must have earned a minimum of sixty semester hours.
- (2) For the purpose of computing the standing of a student all semester hours taken at Meredith College are counted.
- (3) Those whose average is two and two-tenths quality points per semester hour are graduated *cum laude*; those whose average is two and seven-tenths quality points per semester hour are graduated *magna cum laude*; those whose average is two and nine-tenths quality points per semester hour are graduated *summa cum laude*.

No student shall be graduated with distinction unless her grades on all her college work, including any taken at other colleges, meet the required standards set up for such honors.

Classification

Students are classified at the beginning of each scholastic year. To be classified as a sophomore, a student must have twenty-four semester hours of credit; to be classified as a junior, she must have fifty-four hours of credit and thirty-six quality points; to be classified as a senior,

she must have eighty-four hours of credit and seventy-two quality points. Students expecting to graduate at the end of a summer session may be admitted to the senior class at midyear, if they have ninety-two semester hours and ninety quality points.

Examinations and Reports

Final examinations are held in all courses at the end of each semester. No credit should be expected for a course if the examination is not taken as scheduled, unless another date is authorized by the Dean and the instructor concerned. A special fee will be charged for individual examinations thus allowed.

Seniors have examinations at the same time as other students, except that seniors who have examinations on the last Friday of the second semester may take them on the preceding Friday.

At the end of each semester a report is sent to the parent or guardian of a student, showing her grade of scholarship and absences from classes and other college duties. An unofficial mid-semester report is also sent if a student's work is unsatisfactory.

Registration in May

During the week of May 4 to 9 students will file with the Dean their schedules for the fall semester of the following year.

Summer School Credits

A student should have the announcement of the summer school that she is to attend, and should secure in advance the written approval of the appropriate heads of departments for the courses she plans to take. After consultation with her adviser the student must submit the names and outlines of the courses to the Dean. The maximum credit allowed for a summer term of six weeks is seven semester hours; for nine weeks, ten semester hours; for twelve weeks, fourteen semester hours.

Pre-professional Courses

Although the courses and degrees of an accredited college are generally recognized and approved, it does not necessarily follow that the degrees granted will include all the prerequisites of another institution

or organization. Students planning to enter professional schools or to engage in teaching after leaving Meredith College should secure advance information about the conditions which they will be expected to meet. The Dean of the College will be glad to assist the individual student, in keeping with the degree requirements of this institution, in preparing to meet these demands.

A student planning to pursue the study of medicine, nursing, or the work of a technician can take at Meredith accredited prerequisites in these fields. For students who are preparing to enter technical schools, two hours of laboratory work will be considered equivalent to one hour of lecture or recitation, and the number of hours required for graduation will be increased according to the number of laboratory hours taken.

COURSES OF INSTRUCTION

A course with an odd number is given the first semester; a course with an even number, the second semester. If an S follows the odd number, the course is repeated in the second semester; if an F follows the even number, the course is also offered in the first semester.

A course with two numbers continues throughout the year. If the numbers are connected with a hyphen, no permanent credit is allowed until the full year's work is completed; if the numbers are separated by a comma, proportionate credit is allowed for the work of either semester.

A course numbered below 20 is for freshmen; from 21 to 49, for sophomores; from 51 to 89, for juniors and seniors; above 90, for seniors only, except by special permission.

The number in parentheses following the title of a course indicates the semester hours of credit allowed.

Brackets enclosing the number and title of a course indicate that the course is not given in 1941-1942.

The College does not guarantee to offer any course listed below for which there is not a minimum registration of five students.

Ancient Languages

HELEN PRICE, *Professor*

NORMA ROSE, *Instructor*

LATIN

Requirements for a major: twenty-four semester hours, including Latin 21-22; 31-32; either 51, 52 or 53, 54; and six additional hours from any other courses in ancient languages except Latin 85.

1-2. *Elementary Latin* (6).

Open to students who offer less than two units for entrance.

MISS ROSE

21-22. *Review of Grammar and Reading of Vergil's Aeneid* (6).

Prerequisite: Two units of Latin for entrance or Latin 1-2. MISS ROSE

31-32. *Selections from Latin Prose and Poetry* (6).

Prerequisite: Four units of Latin for entrance or Latin 21-22. Special study of Livy and Horace. Prose Composition. MISS PRICE

[51. *Roman Comedy* (3).]

MISS PRICE

[52. *Latin Prose* (3).]

The letters of Cicero and Pliny, the *Catiline* of Sallust, the *Agricola* of Tacitus. MISS PRICE

53. *Roman Satire and Other Poetry of the Empire* (3).
MISS PRICE
54. *Vergil: Georgics and Eclogues, Aeneid, VII-XII* (3).
MISS PRICE
56. *Advanced Latin Composition* (1).
MISS PRICE
- [58. *Roman Life and Thought* (3).]
No reading knowledge of Latin required. MISS PRICE
85. *Teaching of Latin* (3).
MISS PRICE

GREEK

- 21-22. *Elementary Greek* (6).
MISS PRICE
- 23-24. *Homer's Iliad; Plato's Apology; New Testament* (6).
Prerequisite: Greek 21-22. MISS PRICE
- [57. *Greek Life and Thought* (3).]
No reading knowledge of Greek required. MISS PRICE

Art

MARY PAUL TILLERY, *Associate Professor*

ALICE LITTLE MCFADDEN, *Instructor*

Requirements for a major: 1-2 and twenty-four hours including 21, 22, 51, 52.

1-2. *Introduction to Art* (6).

Two lectures and four studio hours a week.

A study of the nature and materials of the visual arts, with special attention to the mechanical and aesthetic principles involved; studio problems in drawing, composition, and modeling introducing the student to the various means and media of the artist.

MISS TILLERY

21. *Art Structure* (3).

One lecture and six studio hours a week.

The elements and principles of design; planned to develop creative power and understanding of design as factors in art expression; problems in line, tone, and color arising from numerous and varied sources.

MISS TILLERY

22. *Color and Design (3).*

Prerequisite: Art 21. One lecture and six studio hours a week.

A continuation of art structure with special attention to color theories; analysis of motifs and structural principles found in historic ornament; experiments with decorative composition and pure design.

MISS TILLERY

51, 52. *History of Art (6).*

A survey of the history of the important styles of architecture, sculpture, painting, and the minor arts.

MRS. MCFADDEN

53-54. *Art Education and Industrial Arts (6).*

Two lectures and four studio hours a week.

A study of the aims of art in the elementary school and its place in the integrated program; practice drawing and industrial art problems together with the selection and preparation of illustrative material to meet the needs of children of different grade levels. (Planned to meet the state requirement in art for certification in the elementary schools.)

MRS. MCFADDEN

55, 56. *Interior Decoration and Design (6).*

One lecture and six studio hours a week.

A survey of period furniture, architectural backgrounds, materials and accessories; original adaptations to modern problems. A study of the house-plan; selection and arrangement of furnishings for interiors. Renderings of floor plans and wall elevations in various media.

MRS. MCFADDEN

57-58. *Painting (6).*

Prerequisite: Art 1-2.

One lecture and six studio hours a week.

A study of the materials and methods of painting; studies in oil and water color, using still life, landscape, and the draped life model as subjects.

MISS TILLERY

59. *The Art of the Renaissance (3).*

Prerequisite: History of Art 51,52.

The Renaissance movement in Italy as seen in architecture, sculpture and painting; its development and influence in other countries down to the nineteenth century.

MRS. MCFADDEN

60. *Modern Art (3).*

Prerequisite: History of Art 51,52.

The important art movements and theories from the eighteenth century to the present time. Special attention given to contemporary art.

MISS TILLERY

91, 91S. *Studio Problems (3).*

Open to art majors in their senior year. One conference and six studio hours a week.

Selected problems in one of the following fields: design, interior decoration, painting, or methods and materials for teaching art. Planned to enable the student to do some advanced work in her field of major interest. STAFF

Biology

GEORGE A. CHRISTENBERRY, *Associate Professor*

ELIZABETH BOOMHOUR, *Instructor*

MYRA ALLENE WILLIAMS, *Instructor*

Requirements for a major: 21, 51, and ten to sixteen semester hours elected from other courses in the department.

1-2. *General Biology (6).*

Biology 2 is required of majors in home economics. Elective for others. Two lecture, one conference and three laboratory hours a week.

A course presenting the most important biological facts and principles, and so relating them that the student can apply them to the ordinary affairs of life. A study of protoplasm, the cell, the role of green plants, including simple experiments in plant physiology, the adjustment of organisms to their environment, disease, death, the role of micro-organisms, growth, reproduction, and heredity. The study of plants emphasized the first semester and that of animals the second semester.

Lectures: MR. CHRISTENBERRY

Laboratory: STAFF

21. *Botany (4).*

Prerequisite: Biology 1. Two lecture and six laboratory or field trip hours a week.

A study of the morphological, physiological, and taxonomic aspects of the plant kingdom, supplementing the material of general biology with additional forms.

MISS BOOMHOUR

22. *Plant Taxonomy (3).*

Prerequisite: Biology 1 and 21. One lecture and six laboratory or field trip hours a week.

A study of the external morphology, identification, classification, and distribution of the seed plants in the vicinity.

MISS BOOMHOUR

23. *Elementary Physiology and Hygiene (4).*

Four lecture or report hours a week. Especially adapted to students preparing to teach home economics or in the elementary grades. Not to be counted towards a major in biology.

A study of each system of the human body anatomically and physiologically as a background for reports and discussions of how best to promote the health of the system and incidentally of the entire organism. These facts used in a study of community health problems and activities, and attention called to the relation of the public school and the teacher to these factors.

MISS WILLIAMS

24. *Bacteriology (3).*

Required of home economics majors. Elective for others. Prerequisite: Biology 2 and Chemistry 1-2 or their equivalents. One lecture and six laboratory hours a week.

A general study of bacteria, yeasts, and molds, with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, water, and milk; and experiments on fermentation.

MISS BOOMHOUR

51. *Comparative Vertebrate Anatomy (4).*

Prerequisite: Biology 1-2. Two lecture and six laboratory hours a week.

A course dealing with the morphology, physiology, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, reptiles, birds, and mammals, to be dissected in the laboratory.

MISS WILLIAMS

52. *Invertebrate Zoology (4).*

Prerequisite: Biology 1-2. Two lecture and six laboratory hours a week.

A course dealing with the morphology, physiology, life history, and economic importance of a series of invertebrate animal types.

MISS WILLIAMS

53. *Human Physiology (3).*

Prerequisite: Biology 1-2, Chemistry 1-2. Especially adapted to students preparing to study medicine or nursing, or to become technicians. Not open to those who elect 23. Two lecture and three laboratory hours a week.

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscles and nervous systems of other mammals, and simple experiments.

MISS WILLIAMS

54. *Hygiene (3).*

Prerequisite: Biology 53 or its equivalent. Three lecture hours a week.

A course dealing with personal and community hygiene. A study of the relation of diet, exercise, sleep, bathing, clothing, and of the emotions to personal health; also of school and community health interests such as water supply, sewage disposal, control of epidemics, proper heating, ventilation, lighting, etc.

MISS WILLIAMS

55. *Genetics (3).*

Prerequisite: Biology 1-2 or its equivalent. Three lecture hours a week.

A study of the principles of heredity and variation. Results of recent investigations in both botany and zoology included in the discussions.

MISS BOOMHOUR

56. *Vertebrate Embryology (3).*

Prerequisite: Biology 1-2. One lecture and six laboratory hours a week.

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Especial emphasis placed on the chick in laboratory, and outside readings to show comparative stages in other vertebrates.

MR. CHRISTENBERRY

57. *Cryptogamic Botany (3).*

Prerequisite: Biology 1-2 and 21. One lecture and six laboratory or field trip hours a week.

A survey of the Thallophyta, Bryophyta, and Pteridophyta with particular interest in the forms found in the vicinity.

MR. CHRISTENBERRY

86. *The Teaching of Science (3).*

Open to juniors and seniors taking a major in biology or chemistry. One lecture and six laboratory hours a week. A study of the materials and the methods used in teaching the sciences in high school.

MISS BOOMHOUR, MISS KRAMER

Chemistry

MARY ELIZABETH YARBROUGH, *Professor*

MARGARET KRAMER, *Instructor*

Requirements for a major: Chemistry 1-2 and eighteen semester hours from other courses in the department exclusive of 86.

1-2. *General Chemistry (6).*

Two class hours, one conference, and one three-hour laboratory period a week.

A study of the occurrence, preparation and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject traced and the fundamental principles of chemistry discussed as far as possible. Special emphasis laid upon practical application of the science to daily life.

STAFF

21-22. *Organic Chemistry (6).*

Prerequisite: Chemistry 1-2. Two class hours, one conference, and one three-hour laboratory period a week.

A systematic study of the aliphatic and the aromatic series. An introduction in the laboratory work to the fundamental methods of preparation and purification of typical organic compounds.

MISS YARBROUGH

51. *Qualitative Analysis (3).*

Prerequisite: Chemistry 1-2. One class hour, one conference, and two three-hour laboratory periods a week.

The theoretical and practical study of methods of separation and identification of the more common anions and cations.

MISS KRAMER

52. *Quantitative Analysis (3).*

Prerequisite: Chemistry 51. One class hour, one conference, and two three-hour laboratory periods a week.

Class work devoted to the discussion of the analytical methods used in the laboratory. Laboratory work to include representative procedures of both volumetric and gravimetric methods of analysis.

MISS KRAMER

53. *Advanced Quantitative Analysis (3).*

Prerequisite: Chemistry 52. One class hour, one conference, and two three-hour laboratory periods a week.

A continuation of 52, including work in volumetric, gravimetric and colorimetric methods of analysis.

MISS KRAMER

54. *Chemistry of Food and Nutrition (3).*

Prerequisite: Chemistry 21-22. Two class hours, one conference, and one three-hour laboratory period a week.

A study of the chemistry and functions of foodstuffs, the amounts of food required in nutrition, and the composition and nutritive value of food materials.

MISS YARBROUGH

86. *Teaching of Science (3).*

For description see Biology 86.

MISS KRAMER

Education

BUNYAN Y. TYNER, *Professor*

ETHEL EVANGELINE ENGLISH, *Assistant Professor*

SALLIE B. MARKS, *Assistant Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

All of the courses listed herein are designed primarily to prepare those who wish to teach in the public schools of the state. Students intending to teach should confer with the Department of Education during their sophomore year to make sure that they will meet the requirements for the state A-grade certificate. All teaching programs must be approved by the head of the education department.

MAJORS IN EDUCATION

Students pursuing the program of studies leading to the A-grade certificate on either the primary or grammar grade level will automatically make education their major. In addition to the professional courses outlined on page 44, at least one of the following courses in education is required for the major: Education 59, 91, 92, making a total of twenty-one to twenty-four semester hours. For those pursuing courses leading to teaching in high school, if education is made the major, in addition to the professional courses outlined on page 44, at least one of the education courses numbered 59, 91, 92, must be taken, making a total of from eighteen to twenty-four semester hours. In addition to these courses all majors in education, on either the elementary or high school level, must take such additional educational and subject-matter courses as may be necessary to meet the requirements for an A-grade certificate in North Carolina.

Courses in education are open as general electives to those not majoring in education. Certain courses in psychology may be counted on an education major with the advice and approval of the head of the Department of Education.

HIGH SCHOOL TEACHER'S CERTIFICATE

Those who expect to secure State A-grade certificates to teach in high school, must meet the requirements listed below. *It is recommended that students be able to teach at least two subjects in the high school. Majors, related subjects, and electives may be used to this end, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.* All teaching programs should be approved by the head of the education department by the beginning of the junior year.

I. Subject-Matter Courses

A major and related courses should be selected from the following fields (the number of semester hours required for a certificate is indicated in parentheses):

English (24), French (18), German (18), Latin (24), social sciences (30), mathematics (15), science (30). The following combinations are suggested: English-Latin, English-French, English-history, English-religion, Latin-French,

history-religion, history-mathematics, history-French, science-mathematics, or—

A major should be selected from the following: fine arts (30); public school music (30), including three semester hours in voice; home economics (51).

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Principles of Secondary Education (Ed. 52).....	3 semester hours
Materials and Methods of Teaching (Ed. 85, 86).....	3 semester hours
Education electives.....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
Minimum Total Required.....	18 semester hours

Students are advised to take these courses in the order listed. One or more of the following should be included in the electives: 56, 59, 91, 92. All students planning to teach on the high school level are advised to take Physical Education 83-84.

GRADE SCHOOL TEACHER'S CERTIFICATE

Those who expect to teach in the grades must, in addition to meeting the requirements for a degree, meet the following specific requirements:

I. Subject-Matter Courses

English, including 6 hours of composition.....	12 semester hours
¹ Children's Literature (Education 55).....	3 semester hours
American History and Citizenship (21, 22).....	6 semester hours
Geography (51, 52).....	6 semester hours
Art Education and Industrial Arts (53-54).....	6 semester hours
Music, 3, 4.....	3 semester hours
Physiology and Hygiene (Biol. 23).....	4 semester hours
Physical Ed. 85-86 (Certificate credit only).....	2 semester hours

II. Professional Courses

Educational Psychology (Ed. 51).....	3 semester hours
Child Psychology (Ed. 53).....	3 semester hours
² Educational Measurements (Ed. 56).....	3 semester hours
Principles of Elementary Education (Ed. 57).....	3 semester hours
Elementary Education—Primary or Grammar Grades (Ed. 61, 62 or 63, 64).....	6 semester hours
Observation and Directed Teaching (Ed. 95, 96).....	3 semester hours
For Major (Ed. 59, 91, 92).....	3 semester hours
Total	24 semester hours

To meet the State physical education requirement of 2 semester hours, course 85-86 may be substituted for a year of physical education required of all candidates for a degree.

¹ The State Department of Education counts Children's Literature as English, and not as education.

² Students majoring in primary education may substitute some other course in education for Educational Measurements if they so desire.

EDUCATION COURSES

51, 51S. Educational Psychology (3).

An attempt to give the student a knowledge of psychological principles in their educational aspects. Especial attention to learning.

52F, 52. Principles of Secondary Education (3).

Prerequisite or parallel: Ed. 51.

A consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum; student guidance and accounting; managerial factors; records and reports.

53, 53S. Child and Adolescent Psychology (3).

For description of course, see *Child and Adolescent Psychology* 53, Page 71.

55. Children's Literature (3).

An extensive study of children's literature; the principles underlying the selection and organization of literary material for the grades. Dramatization and story-telling, and other factors, including the activities of the children which influence oral and written speech.

56. Educational Measurements (3).

Required of those who expect to teach in the grammar grades. Recommended to those who plan to teach in the primary grades and high school, and to those majoring in the social sciences.

57. Principles of Elementary Education (3).

Required of students working toward elementary certificates. Prerequisite: Ed. 51. Not open to students taking Education 52.

An attempt to consider in the light of scientific investigation and experience some of the factors and problems which confront the teacher in her daily work: the curriculum; the teacher; organization and control; extra-curricular activities; the school plant; records and reports; relation of teachers and pupils to one another; relation of school to community.

59. *History of Education (3).*

A survey of educational theories and practices from primitive times to the present, designed to provide a background for an approach to contemporary educational problems. The major emphasis placed on modern education.

61. *Elementary Education: Grades 1-3 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling, and writing in the primary grades. Observation required and activities stressed.

62. *Elementary Education: Grades 1-3 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching arithmetic, health, and social studies in the primary grades. Observation required and activities stressed.

63. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 51.

A study of materials and methods of teaching reading, language, spelling and writing in the grammar grades. Observation required. Teaching on the basis of directed learning through activity programs also considered.

64. *Elementary Education: Grades 4-7 (3).*

Prerequisite: Ed. 51.

A study of materials and methods in the grammar-grade subjects other than reading, language, spelling, and writing. Observation required and units of work developed and evaluated.

91. *Administration and Supervision of Public Education (3).*

Open to juniors by permission. Prerequisite: Ed. 51, and 52 or 57.

A course dealing with the general principles of administration and supervision of public education. The North Carolina system studied and compared. The influence of the several factors of control noted and evaluated. The principal emphasis in the course placed, however, upon the teacher's relation to the administrative and supervisory officials of the school system, with a view to the improvement of instruction in the classroom and the effective coordination of the various activities of the school as a whole.

92. Philosophy of Education (3).

Prerequisite: Ed. 51, and 52 or 57.

An examination and discussion of the place of education in society, especially in its relationship to democracy. The viewpoints of such leaders as Plato, Aristotle, Locke, Hume, and Spencer considered, with the major emphasis, however, upon the views of contemporary educational leaders and movements. Current educational magazines are given special consideration in reading assignments.

DEPARTMENTAL COURSES

(Materials and Methods)

85, 86 (3).

Description of these courses will be found under the several departments. Courses numbered 85, 86 count as education, three semester hours of which are required for a high-school certificate to teach in one field; six semester hours may be taken by those who wish a certificate to teach in two fields. The letter after the number indicates the department from which the principal subject-matter of the course is taken. The following courses are offered for teachers on the high-school level:

86 E. The Teaching of English.

86 F. The Teaching of French.

86 H. E. The Teaching of Home Economics.

85 L. The Teaching of Latin.

85 M. The Teaching of Mathematics.

86 Mus. The Teaching of Music in the High School.

86 Sc. The Teaching of Science.

86 Soc. Sc. The Teaching of the Social Sciences.

83-84 or 85-86 P. E. The Teaching of Physical Education.

OBSERVATION AND DIRECTED TEACHING

95, 96 (3).

It is contemplated that seniors will do observation and teaching for an hour a day for one full semester to meet the requirements for the State A-grade certificate. At least 60 clock hours should be planned, fully one-half of which must be in actual teaching. Students are encouraged to get in as much more observation and teaching under supervision and guidance as time will permit. Arrangements are provided for this work to be done under well-qualified and experienced teachers in some of the most progressive schools in the State. Hours will be arranged to meet the schedule and convenience of the student and of

the school in which the observation and teaching are to be done. *At least two consecutive class periods daily should be reserved in the schedule of seniors planning to teach in either the first or second semester, and these periods must come at the same time each day.* Prerequisites to teaching on the high-school level are: Education 51, 52, and 85 or 86 in the subject in which teaching is to be done. On the elementary level: Education 51, 57, and 61-62, or 63-64. The work essentially as outlined in the junior year is recommended. The department also expects a student to rank well in scholarship, maintaining a grade of at least C, especially in her major subject, and in other ways to show promise of becoming a successful teacher, before being assigned to a school for supervised teaching. Students are advised to plan their schedules so that they will not have to carry more than twelve hours of work, including teaching, during the semester in which supervised teaching is done. Fee \$15.00.

English

JULIA HAMLET HARRIS, *Professor*

MARY LYNCH JOHNSON, *Associate Professor*

MARY JAMES SPRUILL, *Assistant Professor*

LOUISE LANHAM, *Instructor*

NORMA ROSE, *Instructor*

English 1-2 prerequisite for English 21-22; English 21-22 prerequisite for all other courses in English.

Requirements for a major: 21-22, 51-52, and twelve additional hours, six of which must be chosen from 53, 54, 55, 91, 92.

1-2. *English Composition (6).*

A study of the technique of composition; illustrative readings, chiefly of expository prose; weekly papers; a research paper; individual conferences.

STAFF

21-22. *Outline History of English Literature (6).*

A general survey of English literature through the nineteenth century.

MISS JOHNSON, MISS LANHAM, MISS SPRUILL, MISS ROSE

31-32x. *Fundamentals of English Composition.*

Required of juniors and seniors who need additional practice in composition. No credit.

MISS SPRUILL

51-52. *Old and Middle English (6).*

First semester: A study of the language, with selected readings from Old English prose and poetry.

Second semester: A study of Chaucer, with selections from other Middle English writers. The relation of Old English to modern English clarified through a consideration of the language in this transitional period. MISS JOHNSON

53, 54. *Shakespeare (6)*.

Detailed study of four plays. Rapid reading of others. MISS HARRIS

55. *Milton (3)*.

A study of the poetry and of selections from the prose of Milton.

MISS HARRIS

56. *Modern Fiction (3)*.

A study of the principal English and American novelists, with special emphasis upon those of the twentieth century.

MISS LANHAM

[58. *Modern Drama (3)*.]

A study of representative plays of recent times, from Ibsen to Odets.

MISS LANHAM

61. *English Romantic Poetry of the Nineteenth Century (3)*.

A study of Wordsworth, Shelley, and Keats, supplemented by selections from Coleridge, Byron, and Scott.

MISS JOHNSON

62. *Poetry of the Victorian Age (3)*.

A study of Tennyson, Browning, and Arnold, supplemented by selections from other poets of the age.

MISS JOHNSON

67. *Early American Literature (3)*.

A survey of American literature from the Colonial Period through the eighteenth century. Historical, political, and religious backgrounds; early prose writers and poets; first stages of the drama; early American novelists.

MISS LANHAM

68. *American Literature of the Nineteenth Century (3)*.

MISS HARRIS

85. *The Teaching of English (3)*.

A study of texts and journals dealing with the history, the aims, and the methods of teaching grammar, composition, and literature in secondary schools; making of lesson plans and exercises based on material in high-school texts.

MISS SPRUILL

91, 92. *The Principles of Literary Criticism (6)*.

A study of the most important theories of poetry and of the principles of literary criticism. Reading of examples of the various types of literature for the application of these principles.

MISS HARRIS

History and Government

SAMUEL GAYLE RILEY, *Professor*

LILLIAN PARKER WALLACE, *Assistant Professor*

ALICE BARNWELL KEITH, *Assistant Professor*

Requirements for a major: History 1-2 (prerequisite); eighteen to twenty-four semester hours including History 21-22.

HISTORY

1-2. *Historical Backgrounds of Modern Civilization (6).*

For freshmen and sophomores. Conducted by means of informal discussions, occasional hour examinations, and a final examination at the close of the semester. A loose-leaf notebook and a large amount of collateral reading required of each student.

STAFF

21, 22. *American History (6).*

A survey course.

MR. RILEY, MISS KEITH

51. *European International Relations 1871-1914 (3).*

Prerequisite: History 1-2. A study of European diplomacy in the period before the World War.

MRS. WALLACE

52. *Recent European History (3).*

Prerequisite: History 1-2.

MRS. WALLACE

54. *The British Empire (3).*

Prerequisite: History 1-2.

MISS KEITH

55. *Ancient History (3).*

Prerequisite: History 1-2. Designed to meet the needs of students of the classics, and of those preparing to teach on the high-school level.

MRS. WALLACE

56. *Medieval European History (3).*

Prerequisite: History 21, 22.

MRS. WALLACE

57. *Political and Social History of the American Colonies (3).*

Prerequisite: History 21, 22.

MR. RILEY

58. *Southern History (3).*

MR. RILEY

59. *The United States in the Twentieth Century (3).*

Prerequisite: History 21, 22.

MR. RILEY

60. *Studies in the Social History of the United States, 1829-1861 (3).*

Prerequisite: History 21, 22.

MR. RILEY

86. *The Teaching of the Social Studies (3).*

Open by permission of the instructor or the head of the department concerned to juniors and seniors taking a major in history or in sociology and economics.

MRS. WALLACE

GOVERNMENT

21. *National Government of the United States (3).*

MISS KEITH

22. *State and Local Government in the United States (3).*

MISS KEITH

Home Economics

ELLEN DOZIER BREWER, *Professor*JENNIE M. HANYEN, *Associate Professor*

Requirements for a major: Twenty-four semester hours of work in home economics, to include either Textiles and Clothing 53, or Nutrition 51 and Advanced Foods 52.

Home economics students are advised to take Chemistry 1-2 in the freshman year. This course and Biology 2 and 24 will satisfy the "course requirements" in science. Sociology 21 and 92 will satisfy the second year of the "course requirements" in social science.

1-2. *Textiles and Clothing (6).*

Two lectures and four hours of laboratory.

A course including the psychology of line and color in dress, with emphasis upon clothing suitable for individual types and various occasions. A study of the commercial pattern in the construction of simple outer and inner garments for self. The use and care of sewing machines. Individual clothing budget. An analysis of textiles to find the relation between fiber, weave, adulteration, finish, cost, and quality.

MISS HANYEN

21-22. *Foods and Cookery (6).*

Required of sophomores majoring in home economics. Open to other sophomores, juniors, and seniors. One lecture and five hours of laboratory.

A course designed to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and of elementary nutrition. Attention to menu making and food costs, and opportunity of serving well balanced meals at a moderate cost. MISS BREWER

51. *Nutrition (3).*

Prerequisites: Cookery 21-22 and Chemistry 21. Two lectures and two hours of laboratory.

A course designed to give a knowledge of the nutritive requirements of the individual throughout the various stages of life. Typical dietaries prepared for persons of different ages and economic conditions. MISS BREWER

52. *Advanced Foods (3).*

Prerequisite: Cookery 21-22. One lecture and five hours of laboratory.

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and serving of meals of various types. MISS BREWER

53. *Textiles and Clothing (3).*

Prerequisite: Textiles and Clothing 1-2. Two lectures and four hours of laboratory.

Advanced work in garment construction. Tailoring. Use of a foundation pattern in designing. Remodeling garments. Continuation of the study of textiles, including the source, characteristics, identification, and use of the fibers. MISS HANYEN

¹ 54. *Textiles and Clothing (3).*

Prerequisite: Textiles and Clothing 1-2, and Textiles and Clothing 53. One lecture and five hours of laboratory.

A course including the application of the principles of design and color harmony in dress, with problems modeled on a dress form. The completion of the costume by designing and making accessories. MISS HANYEN

55. *House Planning and Furnishing (3).*

A study of the house plan from the standpoint of convenience and artistic effect. The selection of household furnishings and arrangements of interiors, with special emphasis on economic factors. MISS BREWER

56. *Home Nursing and Child Development (3).*

Principles of nursing as they may be applied in the home care of the sick. A study of the physical care and development of the child from infancy through the pre-school period, including pre-natal influence. MISS HANYEN

1. To be offered in alternate years.

58. *Home Management (3).*

The application of scientific principles to the problems of the modern home-maker. The apportionment of time and of the income, the efficient organization of the household, and economic and social relationships of the family.

MISS BREWER

59. *Home Cookery (3).*

Elective for juniors and seniors in all courses. One lecture and five hours of laboratory.

A brief course in food selection, preparation, and service, planned for students majoring in other fields.

MISS BREWER

86. *Methods of Teaching Home Economics (3).*

A study of the methods of teaching home economics in high school. Source materials. Related materials. Lesson planning. Study of methods of testing.

MISS HANYEN

91. *Economics of the Home (1).*

Open to seniors taking a major in home economics. Prerequisite or parallel: Home Management 58.

MISS BREWER

93, 94. *Economics of the Home—Residence (2).*

To be taken in connection with Economics of the Home 91.

Residence for students in groups of four in the home management apartment for one month. An opportunity for the practical application of the work in other courses in home economics, and some experience in the organization and administration of a household.

MISS HANYEN

Mathematics

ERNEST F. CANADAY, *Professor*

Requirements for a major: Eighteen to twenty-four semester hours which must include courses 51 and 52. Courses 1, 2, 3 do not count on the major.

1. *College Algebra (3).*

TEXT: Sisam.

2. *Trigonometry (3).*

TEXT: Reitz, Reilly, Woods.

3. *General Mathematics (3).*

Arranged primarily for students majoring in elementary education.

21-22. *Analytic Geometry (6).*

Prerequisite: Course 2.

TEXTS: Graham, John, Cooley.

24. *Solid Geometry (3).*

TEXT: Wentworth.

51, 52. *Differential and Integral Calculus (3 or 6).*

Prerequisite: Course 21-22.

TEXT: Ford.

53. *Theory of Equations (3).*

Prerequisite: Course 20-21.

54. *College Geometry (3).*

TEXT: Altshiller-Court.

55. *A Survey Course in College Mathematics (3).*

First semester, college algebra and trigonometry. Second semester, elements of analytic geometry and calculus.

Given in alternate years.

85. *Methods (3).*

Review of subject-matter, study of methods involved in high school teaching, investigation of high school texts and materials, reading in mathematical history and magazines. Given in alternate years.

Modern Languages

S. ELIZABETH CLARKE, *Associate Professor*

MARY LOUISE PORTER, *Associate Professor*

RUTH COUCH ALLEN, *Instructor*

¹ELLA McRAE STAGG, *Instructor*

ROSALYN HOWARD GARDNER, *Acting Instructor*

The completion of a course numbered 51-52, or its equivalent, is required for the A.B. degree. Courses 1-2, 21-22, and 51-52, or their equivalent, are prerequisite for all advanced courses.

1. Absent on leave, 1940-1941.

FRENCH

Requirements for a major: Eighteen semester hours above 21-22, which must include 51-52 and 57. A student planning to teach French in high school and taking only the minimum number of hours required by the state is advised to include French 57 and French 86 in her program. French 86 counts as Education.

1-2. *Elementary French (6).*

The equivalent of two years of high school French. A course including (1) a functional study of elementary grammar; (2) practical phonetics; (3) graded readings; (4) introduction to French civilization.

MISS PORTER

21-22. *Intermediate French (6).*

A continuation of French 1-2. A course in which the student learns to read intelligently unsimplified French and to comprehend short lectures in French, and is introduced to literary criticism based on the literary art and civilization of France.

MISS GARDNER, MISS PORTER, MISS STAGG

51-52. *Survey of French Literature (6).*

A study of the development of French literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art and national history and culture. Reading of the significant works in every *genre*, as well as background material.

MISS GARDNER, MISS PORTER, MISS STAGG

53. *Seventeenth Century (3).*

An intensive study of the age of Neo-Classicism, its philosophy and its literature.

MISS CLARKE

54. *Eighteenth Century (3).*

The period of the decline of Absolutism and rise of the Bourgeoisie and the development of the scientific spirit as shown in the literature of eighteenth century France.

MISS CLARKE

[55. *From 1800 to 1850 (3).*]

Romanticism, its decline, and the flowering of Realism. A chaotic half-century of rapidly changing literary and political philosophies.

MISS CLARKE

[56. *From 1850 to 1900 (3).*]

Modern France and the background of the contemporary scene in philosophy, literature, and literary criticism.

MISS CLARKE

[57. *Advanced Composition and Phonetics (3).*]

An historical, analytical, and practical study of the French language. Required of all majors. MISS CLARKE

[86. *Materials and Methods of Teaching French (3).*]

A study of Realia, texts and methods adapted to high school teaching. Observation in the Raleigh schools and preparation of projects included. Recommended for all who expect to teach a modern language. MISS CLARKE

91. *Prose Fiction (3).*

The novel and short story. Individual reading and research. Open to seniors and to juniors by permission. MISS CLARKE

92. *Contemporary Literature (3).*

French literature and thought since 1900. Open to seniors and to juniors by permission. MISS CLARKE

SPANISH

1-2. *Elementary Spanish (6).*

The equivalent of two years of high school Spanish. A course including (1) a functional study of elementary grammar; (2) practical phonetics; (3) graded readings; (4) study of Pan-American relations and our neighbors to the south. MISS CLARKE

21-22. *Intermediate Spanish (6).*

A continuation of Spanish 1-2. Further study of the Castilian language, with as much practical experience in its use as possible through correspondence and personal contacts. Reading texts from Spanish and Spanish-American literature and periodicals. MISS CLARKE

[51. *Survey of Spanish Literature (3).*][52. *Survey of Spanish-American Literature (3).*]

GERMAN

1-2. *Elementary German (6).*

A course in beginning German, including a functional study of elementary grammar, pronunciation, graded readings, and an introduction to German civilization. MRS. ALLEN

21-22. Intermediate German (6).

A continuation of German 1-2. A course in which the student learns to read intelligently unsimplified German and to comprehend short lectures in German, and is introduced to literary criticism based on the literary art and civilization of Germany.

MRS. ALLEN

51-52. Survey of German Literature (6).

A study of the development of German literature from the beginning to the contemporary period from the standpoint of the inter-relation of literary art and national history and culture. Significant works of every *genre* to be read, as well as background material.

MRS. ALLEN

Music

HARRY E. COOPER, *Professor*

MAY CRAWFORD, *Associate Professor*

ETHEL M. ROWLAND, *Associate Professor*

AILEEN McMILLAN, *Assistant Professor*

EDGAR H. ALDEN, *Assistant Professor*

DOROTHY PHELPS, *Instructor*

HAZEL LASSITER, *Instructor*

The courses in the Department of Music fall into four principal groups, namely: courses in history and appreciation designed primarily as cultural courses for students not specializing in music, courses in teaching methods designed to prepare for work as a teacher of music (in the public schools or as a private teacher), courses in theory and composition designed to furnish a solid background for the understanding and interpretation of the greatest music as well as to develop to the fullest the creative ability of the individual, and courses in singing and playing leading to artistic performance.

Students who wish to major in any branch of music must demonstrate to the satisfaction of the head of the department that their talent and previous training are such that they are qualified to carry on the work in a satisfactory manner.

Students who cannot meet all the entrance requirements of the college and the department may take work in applied music, but will not receive credit for such work.

Major in applied music (piano, organ, violin, or voice) for the degree of Bachelor of Arts:

Applied music major.....	24 hours
Electives in applied music	6 hours
Theory 1-2	6 hours
Theory 21-22	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54	4 hours
Electives in theory.....	6 hours
Choir	2 hours

Major in Public School Music for the degree of Bachelor of Arts:

Theory 1-2	6 hours
Theory 21-22	6 hours
History of Music 23-24.....	6 hours
Form and Analysis 53-54	4 hours
Methods 85, 86.....	6 hours
Wind Instruments 65	2 hours
String Instruments 66	2 hours
Conducting 97	2 hours
Choir	2 hours
1Piano and voice	

Majors in voice, violin, and organ must attain a reasonable proficiency in piano.

Majors in organ should elect: Counterpoint, four semester hours (junior year) and Canon and Fugue, two semester hours (senior years).

A senior recital is required of all majors in applied music.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC

Students who hold the degree of Bachelor of Arts or Bachelor of Science will be granted the degree of Bachelor of Music on meeting the following requirements:

1. Present a total of 45 hours in applied music, at least 36 hours of which must be in one major field of applied music, and play a recital which, in the opinion of the faculty, is worthy of the degree.

1. Piano and voice must be studied until, in the opinion of the faculty, a reasonable proficiency has been reached. The State Department of Education requires at least three hours of voice.

2. Complete all theory courses in the following list which have not already been completed:

Theory 1-2.....	6 hours
Theory 21-22.....	6 hours
Music history 23-24.....	6 hours
Form and Analysis 53-54.....	4 hours
Counterpoint 51-52.....	4 hours
Canon and Fugue 98.....	2 hours
Composition 91-92.....	4 hours
Development of Symphony 101.....	2 hours
Orchestration 94.....	2 hours
Conducting 97.....	2 hours

Students may elect additional courses in any department if time permits, but will not be required to carry more hours than necessary to meet these minimum requirements.

EQUIPMENT

Seven grand pianos, forty upright pianos, a large three-manual organ, two two-manual organs, a pedal piano, and numerous orchestral instruments furnish thorough equipment for efficient teaching.

STUDENT RECITALS

Student recitals are held bi-weekly, at which all music students are required to be present, and in which they are required to take part when requested to do so by their teachers.

Freshmen and sophomores majoring in piano, organ, voice, or violin will appear in recital at least once each semester, except that freshmen may be excused the first semester. Juniors will be heard at least twice each semester, and seniors at the discretion of their major professors. Students may give individual recitals at the discretion of their major professors, after receiving the sanction of the head of the department.

CONCERTS

One of the most important parts of a musical education, as well as one of the best sources of inspiration for hard work, is hearing concerts by eminent artists. The college appropriates a substantial fund to bring musicians as well as lecturers to the campus, and many opportunities are thereby afforded for hearing the best music well performed. In addition, the Raleigh Civic Music Association and other organizations frequently bring artists to Raleigh for recitals, which music students can usually arrange to attend. Also, there are in Raleigh many excellent musical organizations that in their programs give

opportunity to hear the finest choral and instrumental works. Members of the faculty of the Department of Music, too, are active as recitalists, and the faculty concerts given throughout the college year include works from all schools of composition, and for organ, piano, violin, voice, and combinations of these instruments, and are a very important part of the life of the college.

SUPPLIES

The college maintains a supply store at which students may purchase the music and supplies needed in their studies, thus avoiding any delay in getting them. The store does not grant students credit, but those who wish the convenience of a charge account may deposit any desired sum of money with the store, with the understanding that the amount not used in the purchase of supplies will be returned at the end of the year.

THEORETICAL COURSES

1-2. *Theory (6)*.

Required of freshmen majoring in music.

A course designed to give a thorough grounding in the melodic, harmonic, and rhythmic elements of music through sight-singing, dictation, key-board and written work. The use of the primary and secondary triads studied in four-part harmony.

Text: Smith and Krone, *Fundamentals of Musicianship*.

MISS PHELPS

4. *Public School Music for Grade School Teachers (2)*.

Prerequisite: Theory 3.

A study of the methods of presenting music to children in the grades. Designed to meet the needs of the regular grade-school teacher.

Book fee: \$1.00

MRS. LASSITER

21-22. *Theory (6)*.

Prerequisite: Theory 2.

Required of sophomores majoring in music.

A continuation of Theory 1-2 with similar procedure. An advanced course studying modulations, seventh chords, chromatic alterations, etc.

Text: Heacox-Lehmann, *Lessons in Harmony*.

MISS PHELPS

23-24. *The History of Music (6)*.

Prerequisites: English 1-2 and History 1-2. Required of students majoring in music.

First semester: A detailed study of the history of music from primitive times to the end of the seventeenth century.

Second semester: Continued study from the beginning of the eighteenth century to the present, with a critical analysis of instrumental and vocal masterpieces of all periods.

Text: Finney, *History of Music*.

MISS PHELPS

26. *Appreciation of Music (3).*

A course adapted to the needs of the general college student who wishes to obtain an understanding of music as an element of liberal culture and to develop the power of listening intelligently. No technical knowledge required. Not open to music majors.

MR. ALDEN

51-52. *Counterpoint (4).*

Prerequisite: Theory 22.

Strict counterpoint in all five species in two, three, and four parts.

Text: Gladstone, *Strict Counterpoint*.

MR. ALDEN

53-54. *Form and Analysis (4).*

Prerequisite: Theory 22. Required of juniors majoring in music.

An explanation of design and structure in all types of homophonic music. The phrase, period, song-forms carried through to the sonata.

Texts: Goetschius, *Homophonic Forms*; Goetschius, *Music Form*; Hadow, *Sonata Form*.

MR. COOPER

57. *The Teaching of Piano (3).*

Methods of teaching children notation, piano technique, elements of theory, rhythm, and ear training, with a systematic study of material suitable for beginners of all ages, as well as more advanced students.

MISS CRAWFORD

61. *The Teaching of Stringed Instruments (3).*

A short resumé of the history of stringed instruments, their construction and literature. Methods of teaching children notation, elements of theory, ear-training, left-hand technique, bowing technique; good tone production; systematic study of material for pupils of all grades of advancement.

MR. ALDEN

85. *Materials and Methods of Teaching Music in the Grades (3).*

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the various texts in use in the elementary grades, the use of songs and dances, rhythmic studies for children. Planning the work in the classroom and for the year; methods of interesting children in music. Selection and pre-

sensation of rote song; the child voice in singing; the unmusical child; introduction of staff notation and the beginning of music reading; directed listening.

Book fee: \$1.00.

MRS. LASSITER

86. *Materials and Methods of Teaching Music in the High School (3).*

Prerequisite: Theory 2. Required of juniors majoring in public school music.

A study of the texts in use in the junior and senior high school. The adolescent voice and its care; testing and classification of voices. The organization and conduct of a high school department of music. Songs and texts suitable for high school use.

Book fee: \$1.00.

MRS. LASSITER

91-92. *Composition (4).*

Prerequisite: Counterpoint 52, and Form and Analysis 54.

Composition in various forms for voice, chorus, individual instruments, and combinations of instruments, following largely the inclination of the individual student. Two recitations and one conference a week.

MR. ALDEN

93. *Interpretation (2).*

A course designed to enable students to understand and interpret the work of all periods and styles through a knowledge of the aesthetic principles involved in their development. Special attention to the study of musical ornamentation. An analysis of compositions studied by different members of the class.

MISS CRAWFORD

94. *Orchestration (2).*

Prerequisites: Harmony 22, Counterpoint 52.

A study of the instruments of the orchestra. Arranging music for various groups of instruments and for full orchestra.

MR. ALDEN

97. *Conducting (2).*

Required of students majoring in public school music.

Essentials in conducting, baton technique. Practical experience in conducting in the college choir.

MR. ALDEN

98. *Canon and Fugue (2).*

Prerequisite: Counterpoint 52. Required of seniors majoring in organ.

A course touching upon all the complex devices of involved polyphonic music. Double, triple, and quadruple counterpoint.

Texts: Bridge, *Double Counterpoint* and Higgs, *The Fugue*.

MR. COOPER

101. *The Development of the Symphony (2).*

Prerequisite: Music History 24 or Music Appreciation 26.

The history of the symphony, with a detailed study of several works and sufficient hearing of about a dozen outstanding works so that the student becomes very familiar with them. The styles of different composers and the development of orchestration emphasized.

MR. ALDEN

95a, 96a. *Observation and Directed Teaching in Applied Music (3).*

The work to be done in connection with Theory 57 or 61, under the direction of the professor giving such course. In some cases a limited amount of this credit allowed toward the requirement in directed teaching for the certificate.

95, 96. *Observation and Directed Teaching (3).*

Observation and directed teaching arranged in the public schools of Raleigh. A practical application of all that has been learned in the methods courses previously taken.

MRS. LASSITER

ENSEMBLE

3. *Voice Class (1).*

A course in the fundamentals of voice production, designed to give students intending to teach in the public schools a foundation for the study of sight-singing and public school music.

Book fee: \$1.00.

MRS. LASSITER

65. *Wind Instrument Class (2).*

Required of majors in public school music.

A practical study of the technique of at least two wind instruments. One class lesson and five hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

66. *Stringed Instruments (2).*

Required of majors in public school music. Hours to be arranged.

A practical study of the violin for public school music majors. One class lesson and five hours practice per week.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

67-68. *Piano Ensemble (2).*

A study of the standard symphonies and overtures through four- and eight-hand arrangements for piano, with special attention to sight reading, rhythm, quick adjustment to the artistic needs of the moment, and poise on the part of the players. A laboratory course meeting for three hours a week and requiring no preparation.

MISS CRAWFORD

69-70. Stringed Instrument Ensemble (2).

A study of the standard overtures and symphonies in arrangements for strings, and strings and piano. Special attention given to sight reading and rhythm as in Ensemble 67-68. A laboratory course meeting for three hours a week and requiring no preparation.

Fee: \$4.50 per semester for rent of instrument.

MR. ALDEN

Choir (1½ each year).

A requirement for all students majoring in music. An opportunity for studying the best music and for frequent appearance in public. Attendance of members of the choir required at all rehearsals and concerts, which always include a concert of Christmas music during the Christmas season, a service on Founders' Day, and a concert in the spring. At the discretion of the director, membership in the choir to be open to students not majoring in music who possess good voices.

Fee: \$1.00.

Orchestra (1).

An opportunity given students to play in an orchestra, to hear their own arrangements performed, and to gain experience in conducting.

Criticism Class.

A class meeting once a week in which students criticize one another's work. Attendance required of any student of applied music at the discretion of the teacher.

APPLIED MUSIC

All courses in applied music require three hours practice per week for each semester hour credit; for every three semester hours credit, or fraction thereof, a student must take not less than one lesson a week, of at least a half-hour duration, throughout the semester. No student is permitted to take more than eight semester hours of applied music in any one semester. The work in applied music is adjusted to suit the needs of each individual student, but in general follows the outline of the following courses:

PIANO

MISS CRAWFORD, MISS McMILLAN, MISS PHELPS

1-2. *Freshman Piano.*

Studies of the difficulty of Czerny Op. 299, Loeschhorn Op. 66, Bach *Two-Part Inventions*; sonatas of the difficulty of Haydn in D major, Mozart in F major; the easier *Songs Without Words* of Mendelssohn, *Lyric Compositions* by Grieg; and other pieces of similar difficulty.

21-22. *Sophomore Piano.*

Etudes of the difficulty of Cramer *Selected Studies*, Heller Op. 45, Doring *Octave Studies*; Bach *Three-Part Inventions*; sonatas of the difficulty of Beethoven Op. 14, Nos. 1 and 2 pieces by MacDowell; Chopin Preludes, Nocturnes, Waltzes; Chaminade, and other composers.

51-52. *Junior Piano.*

Etudes of the difficulty of Clementi *Gradus ad Parnassum*, Heller Op. 16, Kullak Op. 48, No. 2; Bach *French Suites*, *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 10, No. 2, Op. 26, Op. 27, No. 1; concertos by Godard, Mozart; pieces by Chopin, Schubert, Schumann, and others, including modern composers.

91-92. *Senior Piano.*

Etudes of the difficulty of Chopin Op. 10 and Op. 25, and Rubinstein *Etudes*; Bach *Well Tempered Clavichord*; sonatas of the difficulty of Beethoven Op. 28, Op. 53, Op. 57; concertos by Beethoven, Rubinstein, Weber, Mendelssohn, Grieg, MacDowell, Liszt, Rachmaninoff, and others; pieces by Chopin, Liszt, Rubinstein, and others, including modern composers.

ORGAN

MR. COOPER

1-2. *Freshman Organ.*

Manual and pedal technique; Bach *Eight Short Preludes and Fugues*; short pieces involving the fundamentals of registration and use of the expression pedals; hymn playing. Students beginning organ usually take half their work in organ and half in piano.

21-22. Sophomore Organ.

Bach *Preludes and Fugues* of the first master period, *Choral Preludes*; sonatas by Guilman, Mendelssohn; simpler works of the modern schools; accompanying.

51-52. Junior Organ.

Bach, smaller works of the mature master period, selected movements from the *Trio Sonatas and Concertos*; sonatas by Guilman, Mendelssohn, Borowski, Lemmens, Rheinberger, and others; pieces by classic and modern composers; service playing.

91-92. Senior Organ.

Bach, larger works of the mature master period; compositions of Franck; symphonies of Widor, Vierne; compositions of the modern French, English, German, and American schools.

VIOLIN

MR. ALDEN

1-2. Freshman Violin.

Thorough study of bowing and left-hand technique; Laoureux *Etudes*, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

21-22. Sophomore Violin.

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer *Etudes*; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

51-52. Junior Violin.

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

91-92. Senior Violin.

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

VOICE

MISS ROWLAND

1-2. Freshman Voice.

Position and poise of the body, breath control; studies by Seiber and Vaccai, supplemented by technical exercises for freedom and the development of tone production; the simpler songs from classical and modern composers.

21-22. Sophomore Voice.

Technical work of the freshman year continued; staccato and legato exercises; English and Italian pronunciation; studies by Vaccai and Concone; moderately difficult songs by Schubert, Franz, Massenet, and representative American composers; easier solos from the oratorios.

51-52. Junior Voice.

More advanced technique; vocalizations by Concone, Lutgen, and others; French and German pronunciation; songs by composers of classical and representative American composers; easier solos from the oratorios.

91-92. Senior Voice.

Technical work continued; classic and modern oratorio and opera; Italian, French, German, and English songs.

Philosophy and Psychology

EDGAR HERBERT HENDERSON, *Professor*SALLIE B. MARKS, *Assistant Professor*

Requirements for a major in philosophy: Philosophy 21 and fifteen additional hours selected from the offerings in philosophy.

Requirements for a major in psychology: Psychology 21 and fifteen additional hours selected from the offerings in psychology.

A departmental major is also offered. Requirements for this are Philosophy 21, Psychology 21, and twelve additional hours selected from the offerings of the department.

PHILOSOPHY

21. History of Ancient and Medieval Philosophy (3).

Open to sophomores and upperclassmen.

An introduction to philosophy by way of its history. Special emphasis upon the classical Greek philosophy, as exhibited in Socrates, Plato, Aristotle.

MR. HENDERSON

22. History of Modern Philosophy (3).

Open to sophomores and upperclassmen. May be taken, with permission by those who have not taken Phil. 20.

Special emphasis upon Bacon, Descartes, Spinoza, Locke, Berkeley, Hume, Kant, Hegel.

MR. HENDERSON

51. Introduction to Philosophy (3).

Open to juniors and seniors.

An introduction to the general field of philosophy for those who do not intend to take any other courses in the subject.

MR. HENDERSON

52. Ethics (3).

Open to juniors and seniors.

An attempt to formulate a system of ethics in the light of the development of ethical ideas and the theory of value.

MR. HENDERSON

53. Philosophy of Plato (3).

Open to juniors and seniors.

An attempt to discover the basic ideas of Plato's teaching, and to relate them to contemporary life.

MR. HENDERSON

54. Contemporary Philosophy (3).

Open to juniors and seniors.

A survey and appraisal of the major trends of Western philosophic thought since 1900.

MR. HENDERSON

PSYCHOLOGY

21, 21S. General Psychology (3).

Lectures, two hours a week; section meeting, one hour a week. STAFF

22. General Psychology (3).

Lectures, two hours a week. Laboratory, two hours a week.

A continuation of Psychology 21, with emphasis on laboratory work. STAFF

51. Mental Hygiene and Abnormal Psychology (3).

A survey of the problems of maladjustment in their relation to normal mental life. MISS MARKS

53, 53S. Child and Adolescent Psychology (3).

A survey of the present knowledge of the psychological development of the individual through childhood and adolescence. MISS MARKS

55. Psychology of Feelings and Emotions (3).

An examination of the present knowledge of feelings and emotions, together with applications to problems of education, social and political life, war and peace, etc. MR. HENDERSON

56. Social Psychology (3).

A study of the psychology of social and political phenomena.

MR. HENDERSON

91, 92. Psychological Problems (3).

Hours by appointment, and credit not to exceed three hours a semester, in proportion to amount of work done. Open only to seniors having permission of the head of the department.

Reading and laboratory investigation under direction.

MR. HENDERSON

Physical Education

BETTY ADKERSON ETHELLE, *Director*

GERTRUDE ROYSTER SORRELL, *Assistant Director*

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reason why a student should not take the regular work, then special work adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, badminton, volleyball, hockey, and archery. Horses, with the services of a riding master, are available at a moderate price. At the close of the interclass basketball and hockey games, letters are awarded to the best players. A handsome silver loving cup is also offered yearly to the team winning in an interclass basketball contest. To the champion of the interclass tennis tournament, letters are awarded. The athletics committee of the faculty, with the physical director and the assistant director, has control of all field sports.

A new uniform, at moderate price, has been adopted, and students are advised to wait until they arrive at the college before they provide themselves with an outfit. The suit selected by the department is economical, and is the standard uniform.

Resident students are required to take two hours a week of physical education. Seniors who have credit for six semester hours are allowed optional attendance. The credit for physical education is not counted as a part of the one hundred twenty semester hours required for the degree. Students who desire credit for physical education will be allowed two semester hours of credit for each of the three courses, 1-2, 21-22, 51-52 completed at Meredith, and the number of semester hours required for a degree will be increased according to the number of semester hours of physical education counted.

As far as possible, students are organized in classes according to the number of years that they have had the work. Students are graded in physical education on the basis of ability, application, and achievement. In each course offered the chief aims are to improve the general health, to train and cultivate habits of good posture, to develop flexibility and co-ordination, to stress the recreational side of all sports and games, and to develop better skills in all sports.

1-2. *Physical Education.*

Two hours a week for the year. Required of freshmen.

Corrective gymnastics, fundamental rhythms, folk and tap dancing, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports.

MRS. ETHELLE, MRS. SORRELL

5, 6. *Modified Course in Gymnastics.*

Two hours a week, either semester.

A course including walking, light work in the gymnasium, games, and minor sports. For students needing special attention in posture training, and for those whose strength and endurance render the regular work in gymnastics questionable.

MRS. ETCHHELLS, MRS. SORRELL

21-22. *Physical Education.*

Two hours a week for the year. Required of sophomores.

Prerequisite: 1-2. Corrective gymnastics, rhythms, folk and tap dancing, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports. A course in natural rhythms open to a limited number taking the course.

MRS. ETCHHELLS, MRS. SORRELL

51-52. *Physical Education.*

Two hours a week for the year. Required of juniors.

Prerequisites: 1-2, 21-22. Corrective gymnastics, rhythms, folk and tap dancing, field hockey, tennis, basketball, soccer, baseball, archery, and other recreational sports. A course in natural rhythms open to a limited number taking the course.

MRS. ETCHHELLS, MRS. SORRELL

83-84. *Technique of Teaching Sports. Methods of Coaching and Officiating.*

This course may be substituted for 51-52 by students interested in high-school athletics.

Fall—Hockey, basketball, tap dancing, tennis. Spring—Soccer, baseball. Also recreational sports, archery, croquet, horseshoes, and badminton.

MRS. ETCHHELLS

85-86. *Methods and Materials for Teaching Physical Education.*

Elective for juniors and seniors. Two semester hours credit for the year allowed by the State Department for those who apply for a primary certificate or a grammar-grade certificate.

A course including story plays, singing games, rhythmic plays, school-room and playground games, educational and corrective gymnastics, and folk dances. A possible substitute for 51-52, arranged to meet the increasing demands for teachers of general subjects who are qualified to assist in physical education in the public schools.

MRS. SORRELL

Physics

J. GREGORY BOOMHOUR, *Professor*

1-2. *General Physics (6).*

Two hours lecture and three hours laboratory.

A study of the elementary and fundamental principles of physics. Lectures, class demonstrations, occasional quizzes, and laboratory work based on mechanics, sound, light, heat, magnetism, and electricity. Special attention given to the explanation of the phenomena of everyday life. The use of trigonometry and logarithms required.

4. *Physics (2).*

Extension of Physics 1-2 for those who need credit for eight semester hours of physics.

Application of physics to scientific studies, discussions of problems and methods employed in technical work, recent theories in physics. To be taken concurrently with Physics 2.

21. *Household Physics (3).*

A study of fundamental principles of physics. Special attention given to the construction and operation of household appliances, including heating and ventilation systems, refrigeration, illumination. Experiments in measurements, mechanics, magnetism, electricity, sound, and light included in the laboratory work.

Religion

LEMUEL ELMER McMILLAN FREEMAN, *Professor*

G. NORMAN PRICE, *Assistant Professor*

1-2 or 21-22 prerequisite to all other courses in Religion.

Requirements for a major in Religion: Eighteen to twenty-four additional hours.

1-2. *Old and New Testament History (6).*

21. *Hebrew History and Prophecy (3).*

The course of Hebrew history traced from its national beginnings to the time of Jesus. Special attention given to the work of the prophets.

Text: *American Standard Version of the Bible.*

22. *New Testament History (3).*

Texts: *American Standard Version of the Bible.*

Rall, *New Testament History.*

41. *Religious Education (3).*

A general introduction to religious education, particular attention being given to its principles and institutions.

Text: Price, *A Survey of Religious Education.*

MR. PRICE

42. *Principles of Church Efficiency (3).*

A brief survey of Baptist principles; methods of promoting efficiency of local churches; organization and methods of B.T.U., W.M.U., V.B.S.; religious surveys, enlistment, evangelism, and the social side of church life. Approved students with high scholastic standing allowed to do some field work in co-operation with State Board agencies.

MR. PRICE

[43. *Missions (3).*]

Open to sophomores and juniors.

The Biblical grounds for missions, the history of missions, and the various forms of Southern Baptist mission work carried on at home and abroad.

MR. PRICE

51. *The Bible as Literature (3).*

The various types of Biblical literature studied and compared with corresponding extra-biblical material, with the aim of discovering the literary beauty and the spiritual values of the Bible.

MR. FREEMAN

52. *History of the Bible (3).*

In a general way, the history of the Bible as a book from its composition to the present. A study of the origin of the various writings, how they became a Bible; the transmission of the Bible in original languages; the great translations; and its influence on religion, morals, arts, literature, and social institutions.

MR. FREEMAN

[57. *History of Religion (3)*]

The most important religions of the past and present studied and compared to see their relations to one another and their distinctive features.

MR. FREEMAN

[58. *History of Christianity (3).*]

The course of Christian history traced, with emphasis on the development of doctrine, worship, religious institutions, and political and social influence.

MR. FREEMAN

59. *Moral and Social Ideas of the Bible (3).*

The moral and social teachings of the Bible studied with special reference to their bearing on present social conditions.

MR. FREEMAN

60. *Religious Problems (3).*

A consideration of several of the most important doctrinal and practical problems facing religion today.

Sociology, Economics, and GeographyELLEN WINSTON, *Professor*ETHEL EVANGELINE ENGLISH, *Assistant Professor*

Requirements for a major in sociology: Eighteen to twenty-four semester hours.

SOCIOLOGY**21. *Principles of Sociology (3).***

Prerequisite to all other sociology courses. A general introduction to the field of sociology.

MRS. WINSTON

22. *Social Problems (3).*

A study of adjustment problems of individuals in contemporary society.

MRS. WINSTON

51. *Race Problems (3).*

Analysis of race problems in the United States, with especial reference to the Negro.

MRS. WINSTON

52. *Crime (3).*

Crime and punishment. A study of the factors associated with criminal behavior and methods of dealing with it.

MRS. WINSTON

61. *Rural Sociology (3).*

The effects of rural life upon personality and culture. Rural social problems. Rural-urban interrelations.

MRS. WINSTON

62. *Population Problems (3).*

A study of the problems of quality and quantity of population, and social and economic aspects of current population trends.

MRS. WINSTON

92. *The Family* (3).

The social history of the family; marriage and family adjustment; family relationships; social change and problems of the modern family. MRS. WINSTON

95. *Introduction to Social Research* (3).

A survey of the general field of sociological research. Methods of developing studies and analyzing sociological data. MRS. WINSTON

ECONOMICS

21. *Principles of Economics* (3).

A general introduction to the field of economics.

MR. RILEY

22. *Economic Problems* (3).

A survey of major economic problems, with especial reference to contemporary conditions.

MR. RILEY

GEOGRAPHY

51. *Principles of Human Geography* (3).

An introductory world-wide survey of the distribution and characteristics of the elements of the natural environment, with particular reference to the bearing of the natural environment on the economic life of man. MISS ENGLISH

52. *Geography of North America* (3).

Each of the natural divisions of the continent studied with regard to its physical features, resources, and economic activities. MISS ENGLISH

Speech Arts

FRANCES M. BAILEY, *Instructor*

1, 2. *Fundamentals of Speech (6).*

A study of the elements of speech and principles of effective speaking. Designed as a general preparation in speech. A foundation course which will serve the needs of the student who is interested in general improvement as well as in speech training.

21. *History of the Theatre (3).*

A survey course, tracing the development of the theatre from its beginnings to the present day.

22. *Interpretive Reading (3).*

Study and practice in the analysis and presentation of various types of literature with special emphasis upon contemporary prose and poetry.

31. *Argumentation (3).*

Study and practice in the principles of debate and argumentation.

32. *Diction (2).*

Study of English speech sounds, habits, and standards; training in the discrimination and production of correct speech sounds.

51-52. *Play Production (6).*

Designed for those who are to direct amateur theatricals in their schools and communities. A consideration of the technical procedure in the mounting of a play. Practice work in directing afforded through the presentation of short plays for class-room study.

53. *Group Discussion and Parliamentary Procedure (3).*

A study of the various forms of group discussion with practical applications to questions of current interest. Rules of parliamentary procedure utilized and practical applications made.

54. *Acting (3).*

Theory and practice of acting; practical work in workshop productions; problems in acting and its relationship to teaching methods. Prerequisite or parallel: 51-52. Alternates with Speech 56.

[56. *Costume and Make-Up (3).*]

A study of the development of costume. Practical work in making up for the stage. Alternates with Speech 54.

DEGREES CONFERRED IN 1940

Allen, Lottie Ruth, A.B.....	Bunnlevel
Andrews, Mary Carolyn, A.B.....	Burlington
Ayscue, Edith Agnes, A.B.....	Buie's Creek
Badgett, Wilma Gray, A.B.....	Oxford
Bartlett, Minetta, A.B.....	Kinston
Bell, Dorothy Louise, A.B.....	Currie
Bennett, Olive Hendry, A.B.....	Cary
Bennette, Sarah Louise, A.B.....	Enfield
Binder, Nora Leach, A.B.....	Mount Airy
Bostick, Anna Beatrice, A.B.....	Raleigh
Brewer, Nancy Phillips, A.B.....	Wake Forest
Brock, Evelyn Lois, A.B.....	Rocky Mount
Bryant, Sarah Moore, B.S.....	Powellsville
Burns, Cora Bradford, A.B.....	Goldsboro
Butler, Dorothy, A.B.....	Cherryville
Canaday, Helen Frances, A.B.....	Raleigh
Childs, Margaret Jane, A.B.....	Lincolnton
Coggins, Edna Earle, A.B.....	Inman, S. C.
Cole, Sara Margaret, B.S.....	Canton
Corbett, Dorothy Cleo, A.B.....	Wilmington
Cotner, Eva Cloe, A.B.....	Raleigh
Council, Mary Virginia, B.S.....	Raleigh
Craver, Virginia Anne, A.B.....	Boonville
Critcher, Frances Carolyn, A.B.....	Lexington
Culberson, Frieda, A.B.....	Louisville, Ky.
Dail, Martha Cooper, A.B.....	Magnolia
Dickenson, Katherine, A.B.....	Kinston
Dixon, Mary Frances, A.B.....	South Boston, Va.
Dowell, Sarah Broughton, A.B.....	Raleigh
East, Lucy Mary, A.B.....	Raleigh
Eddins, Ella V., A.B.....	Jackson Heights, Long Island, N. Y.
Falls, Sarah Mae, A.B.....	Kings Mountain
Ferguson, Mary Elizabeth, A.B.....	Durham
Foster, Ethel Gertrude, A.B.....	Louisburg
Freeman, Frances Jean, A.B.....	Aberdeen
Freeman, Marjorie Mae, A.B.....	Sanford
Gaines, Lucie Olive, A.B.....	Jacksonville, Fla.
Gibson, Iris Rose, A.B.....	High Point

Gilliland, Janie, A.B.....	Macon
Glazener, Madge Eugenia, A.B.....	Chillicothe, Ohio
Glenn, Mary Virginia, A.B.....	Madison
Green, Dorothy, A.B.....	Danville, Va.
Griggs, Margie Lee, A.B.....	Raleigh
Hales, Thelma, B.S.....	Enfield
Hamrick, Olive, A.B.....	Raleigh
Hamrick, Phoebe Louise, A.B.....	Lattimore
Harrell, Edith Cavell, A.B.....	Burgaw
Henderson, Virginia Carolyn, A.B.....	Richmond, Va.
Holder, Jessamine, B.S.....	Garner
Holloway, Cleo Madison, A.B.....	Durham
Holyfield, Evelyn Burrus, A.B.....	Rockford
Hudson, Sarah Frances, A.B.....	Knoxville, Tenn.
Jackson, Kathleen Mallory, A.B.....	Elizabeth City
James, Frances, A.B.....	Clyde
Kidd, Frances Lee, A.B.....	Hemp
Lane, Louise, A.B.....	Raleigh
Lanier, Frances, A.B.....	Winton
Lassiter, Mary Evelyn, A.B.....	Raleigh
Leavell, Eddie Belle, A.B.....	Nashville, Tenn.
Lester, Florence Anita, A.B.....	Raeford
MacLeod, Isabel de Vlaming, A.B.....	Chapel Hill
McBrayer, Martha, A.B.....	Lattimore
McKnight, H. Marie, A.B.....	Raleigh
McLamb, Alice Marvin, A.B.....	Roseboro
Marley, Morris Johnson, A.B.....	Cary
Marshbanks, Mildred, A.B.....	Buie's Creek
Marshburn, Evelyn, A.B.....	Richlands
Martin, Ida Ruth, A.B.....	Asheville
Morrison, Frances Cox, A.B.....	Raleigh
Myers, Amy Kathryn, A.B.....	Elkin
Myers, Dolly, A.B.....	Hamilton
Neill, Elizabeth McComb, A.B.....	Kings Mountain
Olive, Sarah, A.B.....	Fayetteville
Osborne, Dorothy Jo, A.B.....	Wallace
Pope, Sarah Francis, A.B.....	Enfield
Powell, Anna Elizabeth, A.B.....	Wallace

Price, Ann Wyman, A.B.....	Raleigh
Purvis, Ruth Wendell, A.B.....	Ruby, S. C.
Quinn, Eunice Brooks, A.B.....	Burgaw
Sawyer, Lois Verneena, A.B.....	Shiloh
Segraves, Mary Lanier, A.B.....	Fuquay Springs
Senter, Virginia, A.B.....	Chalybeate Springs
Sherron, Corrina Mangum, A.B.....	Wake Forest
Shields, Vivian Eunice, A.B.....	Murphy
Short, Florence Evelyn, A.B.....	Augusta, Ga.
Sluder, Virginia, A.B.....	Reidsville
Snow, Aileen, A.B.....	Maplewood, N. J.
Sommerville, Naomi Wilhelmina, A.B.....	Raleigh
Sommerville, Verda Isabella, A.B.....	Raleigh
Spain, Eleanor Mitchell, A.B.....	Norlina
Spilman, Frances Webb, A.B.....	Raleigh
Stinnette, Nancy Riddle, A.B.....	Raleigh
Stonestreet, Mary Elizabeth, A.B.....	Mocksville
Stroup, Martha Graham, A.B.....	Denton
Thagard, Mildred Howard, A.B.....	Fayetteville
Thompson, Blanche Louise, A.B.....	Raleigh
Turner, Mary Matthis, B.S.....	Clinton
Vernon, Betty Clara, A.B.....	Brooklyn, N. Y.
Washburn, Martha Jane, B.S.....	Shelby
Watson, Virginia Lee, A.B.....	Charleston, W. Va.
Whitfield, Margaret Elizabeth, A.B.....	Hurdle Mills
Williams, Eunice Margaret, A.B.....	Rose Hill
Williams, Mary Esther, A.B.....	Durham
Wooten, Nina Evelyn, A.B.....	Dunn

REGISTER OF STUDENTS

Seniors

Allen, Lucy Bunting	Saint Pauls
Allen, Sadie Elizabeth.....	Cherryville
Baldwin, Betty Lee.....	Greensboro
Barker, Elfreda Mae.....	Blackridge, Va.
Barker, Emma Olive.....	Varina
Barnes, Rosanna.....	Goldsboro
Beddingfield, Mary Eugene.....	Cary
Bird, Mary Louise.....	Raleigh
Bolton, Bessie Mozelle.....	Fayetteville
Bradsher, Nancy Elizabeth.....	Roxboro
Brinkley, Bernice White.....	Colerain
Britt, Mary Elizabeth.....	Enfield
Brown, Mary Frances.....	Elizabeth City
Brown, Miriam Evelyn.....	Cary
Bulloch, Marjorie Elizabeth.....	Cerro Gordo
Bulluck, Mary Bell.....	Wilmington
Bunn, Margaret Elizabeth.....	Zebulon
Butler, Eva Blanche.....	Whiteville
Butler, Lucy Lee.....	Raleigh
Byrd, Helen Virginia.....	Bunnlevel
Carlton, Alma Jane.....	Bowling Green, Va.
Carter, Elizabeth.....	Mars Hill
Combs, Florence Louise.....	Raleigh
Douglass, Josephine Tysor.....	Raleigh
Downs, Sarah Catherine.....	Salemburg
Eichmann, Beatrice Mary.....	New Haven, Conn.
Ellis, Reva Jean.....	Marion
Evans, Eleanor Virginia.....	Wingate
Falls, Laura Alice.....	Fallston
Farless, Floreine Edwin.....	Colerain
Fleischmann, Elizabeth Carey.....	Greenville
Foster, Mary Elizabeth.....	Elkin
Fowler, Margaret.....	Zebulon
Freeman, Agnes.....	Winston-Salem
Gilmore, Virginia.....	Oxford
Goodman, Martha Jane.....	China Grove

Graham, Agnes.....	Greensboro
Grayson, Mary Frances.....	High Point
Greene, Lillian Ruth.....	Zebulon
Gurley, Mary Scott.....	Sanford
Hall, Huldah Jones.....	Woodsdale
Hamilton, Hilda Holt.....	Randleman
Hamrick, Olive, A.B.....	Raleigh
Hayworth, Sara Eunice.....	Asheboro
Henderson, Estelle Ozenia.....	Hickory
Hester, Susie Nelson.....	Wendell
Hobbs, Janet Louisa.....	Cherryville
Holliday, Mary Susan.....	Raleigh
Hostetler, Elizabeth Lee.....	Raleigh
Howell, Ida Willa.....	Lumberton
Huffman, Anne Lancaster.....	Morganton
Johnston, Hazel Alexander.....	Clarkton
Jones, Ellouise.....	Lenoir City, Tenn.
Kenan, Loleta Mae.....	Wallace
Lawrence, Edith Christine.....	Colerain
Lawrence, Frances Virginia.....	Elkin
Leonard, Yolanda.....	Lexington
Lewis, Rachel Anne.....	Middlesex
MacLennan, Marietta.....	Greensboro
MacMillan, Betty Brown.....	Thomasville
McLellan, Eula Lee.....	Dunn
Maness, Rachel Lee.....	Troy
Mayton, Rubye Harrison.....	Cary
Meigs, Esther Bernice.....	Pageland, S. C.
Modlin, Marion Grey.....	Raleigh
Mull, Mary Margaret.....	Shelby
Murray, Helen Gladys.....	Mars Hill
Newbern, Allegra.....	White Oak
Oliver, Marian Aylett.....	Raleigh
Oliver, Mary Gwin.....	Mount Olive
Overby, Mary Lois.....	Angier
Overton, Annie Laurie.....	Sanford
Parker, Annie Laurie.....	Berryville, Va.
Parker, Janie Stevenson.....	Woodland

Parkin, Mrs. Olive Carawan.....	Raleigh
Pender, Dorothy Adair.....	Tarboro
Penny, Daphne.....	Raleigh
Perry, Dorothy Anne.....	Raleigh
Phillips, Sarah Merriam.....	Scotland Neck
Pippin, Mary Grey.....	Zebulon
Pittman, Josephine Wiley.....	Raleigh
Pizer, Frances Estelle.....	Raleigh
Poe, Rachel Thornton.....	Oxford
Powers, Helen Crawford.....	Goldsboro
Prevost, Juanita Jacqueline.....	Raleigh
Price, Marietta.....	Ellenboro
Pruette, Betsy Shaw.....	Wadesboro
Scott, Catherine.....	Kinston
Shermer, Elizabeth Hope.....	Winston-Salem
Smith, Margaret, A.B.....	Selma
Smoak, Claudia Leette.....	Aberdeen
Snow, Frances Jane.....	Siloam
Spruill, Hannah Ruth.....	Windsor
Stainback, Juanita.....	Henderson
Sullivan, Lila Ruth.....	Hickory
Swaim, Helen Elizabeth.....	Winston-Salem
Tatum, Portia Dorcas.....	Fayetteville
Taylor, Emma Ann.....	Dunn
Templeton, Elva Muriel, B.S.....	Cary
Terrell, Sara Frances.....	Raleigh
Thaxton, Esther.....	Roxboro
Thomas, Margaret Anne.....	Quincy, Fla.
Thomas, Thedie.....	Raleigh
Turner, Helen Elizabeth.....	Newton
Vaughan, Rebecca Simmons.....	Washington
Wall, Ada Ramsey.....	Shelby
Wall, Sara Pauline.....	Mars Hill
Watkins, Lillian Baxter.....	Norlina
White, Evelyn Dorothy.....	Colerain
White, Mary Frances.....	Statesville
Whitehead, Helen Holt.....	Scotland Neck
Whitted, Martha Ida.....	Varina
Williamson, Alice.....	Cerro Gordo
Wood, Victoria Bertha.....	New Brighton, Staten Island, N. Y.
Wrenn, Virginia Mae.....	Siler City
Wyatt, Clara Lucile.....	Winston-Salem

Juniors

Adams, Ruth.....	Mayodan
Anderson, Betty Lou.....	Fair Bluff
Askew, Mildred Bernice.....	Raleigh
Bailey, Myrtle Edna.....	Chadbourn
Barrow, Lucy Anne.....	Jackson
Baucom, Cleo Ola.....	Monroe
Baucom, Joyce.....	Apex
Beale, Dorothy Glenn.....	Norfolk, Va.
Beddingfield, Rebecca Ann.....	Cary
Betts, Helen Jackson.....	Raleigh
Bivens, Lillian Louise.....	Wingate
Blanchard, Marian.....	Hobbsville
Bolick, Fannie Hales.....	Chapel Hill
Bordeaux, Doris Jane.....	Wallace
Brown, Ethel Louise.....	Greensboro
Buchanan, Frances Louise.....	Laurinburg
Bunn, Margaret Kemp.....	Middlesex
Burleson, Pansy.....	Skyland
Burnett, Cora Lee.....	Wilmington
Byrd, Nettie Lewis.....	Durham
Byrum, Virginia Campbell.....	Edenton
Caison, Annie Ruth.....	Roseboro
Calloway, Nancy Lee.....	Concord
Canaday, Mary Ann.....	Raleigh
Carroll, Nancy Patricia.....	Charlotte
Chapman, Kathryn Ellen.....	Richmond, Va.
Chesson, Lillie Marie.....	Rocky Mount
Chiffelle, Catherine.....	Slatersville, R. I.
Clingan, Marian Leota.....	Covington, Va.
Coleman, Mary Elizabeth.....	Boykins, Va.
Cooper, Mary Frances.....	Raleigh
Craig, Ruby Tilson.....	Raleigh
Crissman, Ruth.....	Macon
Crutchfield, Helen.....	Albemarle
Daniel, Rowena Fleming.....	Henderson
Davis, Addie Elizabeth.....	Covington, Va.
Denning, Annie Lou.....	Dunn
Dickie, Louise Macon.....	Henderson
Dowell, Martha Florence.....	Raleigh
Duncan, Mary Lily.....	Raleigh
Edwards, Marylisbeth.....	Kinston

Fanney, Gretchen Eloise.....	Scotland Neck
Flythe, Ellen Ann.....	Jackson
Foster, Frances DeWitt.....	Raleigh
Franke, Virginia Mae.....	Raleigh
Fulton, Rachel May.....	Winston-Salem
Fuquay, Margaret Louise.....	Durham
Futrell, Mildred Loder.....	Murfreesboro
Garner, Ila Elizabeth.....	Winston-Salem
Garriss, Eloise Huff.....	Pikeville
Geer, Lunelle.....	Morehead City
Gibbs, Eleanor.....	Seven Springs
Gilliland, Virginia.....	Macon
Greene, Dora Virginia.....	Shelby
Grice, Eva Mae.....	Durham
Harrell, Bertha Marie.....	Stantonsburg
Harrell, Eleanor Gertrude.....	Burgaw
Herring, Cornelia Elizabeth.....	Zebulon
Hill, Hettie Claire.....	Youngsville
Hine, Margaret Eloise.....	Winston-Salem
Holloway, Mary Elizabeth.....	Durham
House, Dorothy Irene.....	High Point
Howard, Edna Mack.....	Roseboro
Jackson, Mary Susan.....	Raleigh
Jeffreys, Vivien Lee.....	Hamlet
Johnson, Gretchen.....	Magnolia
Johnston, Nancy Lois.....	Winston-Salem
Jones, Peggy Royster.....	Raleigh
Justice, Alice Flack.....	Rutherfordton
Justice, Sara Margaret.....	Columbia, S. C.
Kerr, Eliza Katharine.....	Yanceyville
Kivett, Madeline.....	Statesville
Lancaster, Virginia Mae.....	Sharpsburg
Lane, Dorothy Glenn.....	Raleigh
Lanier, Mary Margaret.....	Buie's Creek
Lassiter, Josie Elizabeth.....	Potocasi
Lawrence, Margaret Edwina.....	Elkin
McGougan, Virginia Dare.....	Tabor City
McIntyre, Elizabeth Joyce.....	Charlotte
McLamb, Eula Pearl.....	Clinton

McNeely, Lucy Ellen.....	Arlington, Va.
Maness, Dorothy Mae.....	Polkton
Martin, Margaret.....	Mount Olive
Motley, Myra Sherman.....	Fuquay Springs
Motsinger, Ruth.....	Winston-Salem

Noel, Margaret Elizabeth.....	Dunn
Nuckols, Nancy Rebecca.....	Louisville, Ky.

Olive, Martha Livingstone.....	Wade
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Page, Alice Annette.....	Morrisville
Page, Nauwita Barbara.....	Morrisville
Parker, Elizabeth Frances.....	Raleigh
Parker, Gwendolyn Copeland.....	Woodland
Pearce, La Rue.....	Zebulon
Peatross, Sarah Potter.....	Raleigh
Perry, Celeste McEachern.....	Raleigh
Porter, Cathryn Ann.....	Rockingham
Porter, Sarah Hendry.....	Raleigh
Powell, Mary Hester.....	Warsaw
Powell, Miriam Geraldine.....	Raleigh
Proctor, Marie Jenois.....	Lincolnton
Pruitt, Adelyn Amelia.....	Hickory
Pruitt, Elizabeth Gunter.....	Hickory

Redick, Mary Carolyn.....	Fountain
Rhea, Marjorie Helen.....	Kings Mountain
Rodwell, Sue Walker.....	Charlotte
Rogers, Aileen Elizabeth.....	Wake Forest
Roland, Dorothy Belle.....	Wilmington

Sawyer, Janie Bryan.....	Sanford
Snipes, Mary.....	Woodland
Stafford, Edith Virginia.....	Hamlet
Stroup, Nancy Frances.....	Denton
Swann, Mary Rachel.....	Statesville

Thomas, Mildred.....	Durham
Thomas, Ruby Gwendola.....	Mars Hill
Tucker, Elizabeth Carlton.....	Winston-Salem

Ward, Mildred Marie.....	Williamston
West, Harriett Randolph.....	Raleigh
White, Ormond.....	Buxton

Williford, Mary Cooke.....	Aulander
Wyatt, Annie Catherine.....	Raleigh
Wyche, Letha Jane.....	Hallsboro
Yelverton, Nina Estelle.....	Fountain

Sophomores

Anglade, Ana Luisa.....	Guayama, Puerto Rico
Auer, Tryntje Fagginger.....	Belmont, Mass.
Auman, Rosalie Yow.....	Seagrove
Bagnal, Suzanne.....	Winston-Salem
Bailey, Virginia Carolyn.....	Chadbourn
Barger, Willie Morrison.....	Mooresville
Baugh, Mattie Irene.....	Durham
Best, Helen Marsh.....	Warsaw
Bolick, Margaret Juanita.....	Marion
Boone, Dorothy Belle.....	San Juan, Puerto Rico
Boone, Louise Vann.....	Winton
Bowden, Martha Elizabeth.....	Saint Pauls
Bowers, Evelyn Eloise.....	Sanford
Braxton, Kathleen Kite.....	Raleigh
Brownlee, Elizabeth Haywood.....	Worcester, Mass.
Bryant, Mary Agnes.....	Lasker
Bullard, Madalene.....	Laurinburg
Bunker, Adelaide Angell.....	Mount Airy
Bunn, Mary Elizabeth.....	Murfreesboro
Burns, Clarice Marguerite.....	Sanford
Burns, Lillie Weeks.....	Goldsboro
Byrd, Marian Louise.....	Durham
Castellow, Eloise.....	Aulander
Chappell, Lorraine.....	Mount Airy
Charles, Frances Adelaide.....	Winston-Salem
Clarke, Kathleen Emerson.....	Severn
Claussen, Catherine Christine.....	Charleston, S. C.
Coleman, Elizabeth Hicks.....	Rocky Mount
Couch, Geraldine.....	Elkin
Crocker, Frances Louise.....	Cary
Crowell, Alyce Virginia.....	Albemarle
Culler, Iris Pauline.....	High Point
Curtis, Nellie Esther.....	Cary
Cutliff, Margaret.....	Raleigh

Davis, Nancy Victoria.....	Winston-Salem
Dawson, Joyce Amanda.....	Clinton
Dillon, Evelyn Hall.....	Goldsboro
Dixon, Anna Ruth.....	Siler City
Duke, Rowena Carolyn.....	Henderson
Falls, Hazel Marian.....	Kings Mountain
Futrelle, Addie Lena.....	Pine Level
Garvey, Mary Frances.....	Winston-Salem
Gatlin, Mary Helen.....	Raeford
Gilbert, Annie Lide.....	Bolivia
Green, Marguerite Ruth.....	Morrisville
Green, Margaret Elizabeth.....	Lexington
Grimes, Lois Evelyn.....	Asheboro
Hall, Edith.....	Lillington
Hampton, Evelyn.....	Winston-Salem
Hamrick, Mary Celeste.....	Shelby
Hardison, Anna Gertrude.....	Greenville
Hewett, Flora Belle.....	Washington
Hopkins, Theda Roxie.....	Creswell
Huffman, Evelyn.....	Raleigh
Huggins, Minnie Morris.....	Raleigh
Jackson, Sarah Greenwood.....	Mount Airy
Johnson, Annie Laurie.....	Smithfield
Johnson, Elizabeth Deans.....	Smithfield
Jordan, Sophronia Lee.....	Smithfield
Joyner, Willa Lee.....	Elm City
Kerr, Mary Frances.....	Yanceyville
King, Barbara.....	Hollis, Long Island, N. Y.
Kirby, Mary Elizabeth.....	Raleigh
Knight, Ione Kemp.....	Madison
Lane, Audrey Inez.....	Brooklyn, N. Y.
Lee, Virginia Louise.....	Raleigh
Levy, Geraldine.....	Lynchburg, Va.
Lovelace, Rachel Margaret.....	Canton
Loven, Marjorie.....	Spruce Pine
McDaniel, Jeannette.....	Jackson
Mann, Jane Grant.....	Southern Pines

Marley, Rebecca	Cary
Meads, Emma Lee	Weeksville
Mills, Margaret Farrar	Apex
Mull, Sara Hoyle	Shelby
Olive, Florence Beverly	Wade
Ott, Mary Louise	Raleigh
Pair, Elsie Lee	Knightdale
Park, Freda Elizabeth	Salisbury
Perry, Olma Elizabeth	Durham
Peterson, Myrtie	Clinton
Powell, Betsy	Whitakers
Putnam, Frances Rebekah	Shelby
Riggs, Dorothy Frances	Raleigh
Riggs, Elizabeth Brinkley	Durham
Roberson, Margaret	Mount Airy
Rosenblum, Elizabeth	Scarsdale, N. Y.
Salley, Harriett Elizabeth	Fayetteville
Savage, Betsy	Wake Forest
Sawyer, Mary Louise	Elizabeth City
Scarborough, Helen Virginia	Bishopville, S. C.
Schulken, Rachel Howell	Whiteville
Siler, Frieda Dora	Jellico, Tenn.
Smith, Ruth Mary	East Aurora, N. Y.
Stewart, Hazel Louise	Lillington
Sutton, Nancy Kathryn	Monroe
Tatum, Edna Earle	Dillon, S. C.
Thomas, Betty Hunt	Statesville
Thompson, Lois Huff	Raleigh
Thorne, Beryl Margaret	Lake View, S. C.
Tingley, Lytton Ruth	Thomasville
Tulbert, Vivian	Miller's Creek
Turner, Winnie Davis	Hamlet
Wade, Helen	Neuse
Ward, Marguerite Ernestine	Hertford
Watson, Gloria	Greensboro
Webb, Emma Virginia Dare	Raleigh
Webb, Margaret Jessie	Greensboro
Winstead, Dorothy Mae	Elm City
Wyatt, Mary Frances	Winston-Salem

Freshmen

Alexander, Grace Belle.....	Goldsboro
Allen, Carolyn.....	Cherryville
Allen, Martha Ann.....	Garner
Anderson, Gloria Mae.....	Asheboro
Anderson, Nedra Evelyn.....	Fair Bluff
Ayers, Virginia.....	Chengchow, Honan, China
Bailey, Winona Ruth.....	Raleigh
Baker, Betty Hazel.....	Apex
Baker, June le Tell.....	Delmar, Del.
Baucom, Barbara Lee.....	Apex
Bissette, Dwanda Lee.....	Goldsboro
Blakely, Elizabeth Anne.....	Raleigh
Blalock, Emma.....	Dunn
Blythe, Wynelle.....	Raleigh
Bolton, Helen Lucille.....	Fayetteville
Bradley, Gaynell.....	Huntersville
Branch, Avis Kathrine.....	Emporia, Va.
Brewer, Georgia Sears.....	Pittsboro
Briggs, Elsie May.....	Wilmington
Brooks, Betty Carlyle.....	Raleigh
Brown, Laura Adaline.....	Winston-Salem
Brown, Laura Meldonna.....	Chesterfield, S. C.
Brown, Margaret Blanche	Selma
Brunt, Margaret Cornell.....	Winston-Salem
Bryan, Julia Margrette.....	Garner
Bullard, Mary.....	Raleigh
Bullock, Dae Steele.....	Fairmont
Burchette, Dorothy.....	Winston-Salem
Butler, Jane Allen.....	Cherryville
Butler, Shirley.....	Maplewood, N. J.
Calleiro, Anabel Lia.....	Sagua la Grande, Cuba
Carpenter, Katie.....	Morrisville
Carroll, Mary Margaret.....	Wake Forest
Carroll, Suzanne	Charlotte
Chandler, Fay.....	Winston-Salem
Chiffelle, Genevieve.....	Slatersville, R. I.
Crawley, Celia Nannette.....	Wilson
Culbreth, Nelda Rae.....	Whiteville
Early, Mary Alice.....	New Haven, Conn.
Eatmon, Margaret Lucille.....	Reidsville
Edwards, Mildred.....	Mount Airy

Farmer, Fannie Memory.....	Raleigh
Finney, Audria Kerman.....	Jonesville
Friedman, Gloria Ruth.....	Brooklyn, N. Y.
Gaskin, Erleen Grace.....	Albemarle
Gibson, Daphne.....	Durham
Grainger, Anna Nell.....	Raleigh
Grandy, Madalene Henrietta.....	Raleigh
Green, Charlotte.....	Ogbomosho, Nigeria, West Africa
Greene, Margaret Lacy.....	Nathalie, Va.
Hamrick, Doris Louise.....	Winston-Salem
Hawkins, Emma Lee.....	Henderson
Hill, Mary Lassiter.....	Albemarle
Hinton, Genevieve.....	Apex
Holder, Oneta.....	Lillington
Hollis, Margaret Elizabeth.....	Laurinburg
Holmes, Mary Louise.....	Lumberton
Hulin, Elizabeth Ann.....	Lexington
Johnson, Annie Laurie.....	State Road
Johnson, Mary Elizabeth.....	Fair Bluff
Karlin, Natalie Rhoda.....	Brooklyn, N. Y.
Keys, Elizabeth Margaret.....	Fayetteville
Knott, Helen Ruth.....	Wendell
Knowles, Elizabeth Dixon.....	Rocky Mount
Kramer, Ann Ray.....	Elizabeth City
Kramer, Jane.....	Elizabeth City
Lasley, Annie Elizabeth.....	Greensboro
Lassiter, Elmorene.....	Four Oaks
Lassiter, Margaret Leigh.....	Raleigh
Leary, Doris Jean.....	Edenton
Lee, Marjorie Elton.....	Raleigh
Leeson, Ida Belle.....	Rocky Mount
Lindsey, Martha Lawrence.....	Norfolk, Va.
McCaskill, Carolyn Alice.....	Durham
McGee, Ernestine Upchurch.....	Raleigh
McGregor, Miriam.....	Hamlet
McNeely, Mary Sue.....	Arlington, Va.
McNeil, Elizabeth.....	Elkin
Martin, Dorothy May.....	Waterbury, Conn.
Mason, Rowena.....	Durham

Matthews, Annie Mary.....	Laurinburg
Maynard, Virginia Elizabeth.....	Emporia, Va.
Mayo, Virginia Sinclair.....	Bethel
Melvin, Mollie Olivia.....	Kerr
Melvin, Virginia Greenwood.....	Raleigh
Miller, Elizabeth Jane.....	Irvington, N. J.
Mills, Elizabeth Gertrude.....	Leland
Minshew, Ann Lilbourn.....	Boykins, Va.
Money, Beverly Anne.....	Greensboro
Moore, Frances McKenzie.....	Kinston
Moore, Sarah Hope.....	Marshville
Newsom, Betty Jo.....	Raleigh
Parrish, Mary Oliver.....	Smithfield
Pearce, Eleanora.....	Hendersonville
Pettigrew, Ida Mae.....	Winter Haven, Fla.
Pittman, June Elaine.....	Raleigh
Powell, Catherine Maynard.....	Wallace
Prevatte, Betty Rose.....	Lumberton
Price, Audrey Christine.....	Mount Olive
Purvis, Rosetta Florence.....	Westfield, N. J.
Rankin, Valleria Page.....	Shanghai, China
Robertson, Mary Catherine.....	Wake Forest
Ross, Constance Jean.....	Brooklyn, N. Y.
Sannella, Rosalind.....	Providence, R. I.
Savage, Hannah.....	Ahoskie
Schretter, Annamay.....	Staten Island, N. Y.
Senter, Mary Ellen.....	Raleigh
Sermons, Cornelia Frances.....	Dover
Sheffield, Mary Beth.....	Rosehill
Shields, Emmogene.....	High Point
Shields, Ione Kitchen.....	Scotland Neck
Shipp, Betty Ralls.....	Winston-Salem
Sinclair, Olene.....	Clinton
Smallwood, Barbara Jean.....	Greensboro
Sorrell, Betty Weatherspoon.....	Morrisville
Sorrell, Mary Eunice.....	Dunn
Stanley, Dorcas.....	Smithfield
Stealey, Jessie Louise.....	Raleigh
Stephenson, Mary Antoinette.....	Garysburg
Stewart, Elsie Reaves.....	Lillington
Stroupe, Lola Mae.....	Cherryville

Sugg, Ella Marie.....	Snow Hill
Suiter, Mary Betty.....	Weldon
Taylor, Etta Powell.....	Whitakers
Thompson, Ruby Lee.....	Graham
Thorne, Betty Ruth.....	Lake View, S. C.
Timberlake, Frances Louise.....	Woodland
Troutman, Anna.....	Salisbury
Turner, Dorothy Ethel.....	Erwin
Upchurch, Patty Lane.....	Raleigh
Valentine, Marjorie Jeanette.....	Raleigh
Varnell, Virginia.....	Chattanooga, Tenn.
Vereen, Eleanor.....	Raleigh
Warlick, Mary Lou.....	Lawndale
Warren, Janie Belle.....	Rich Square
Weems, Margie Ellen.....	Macon, Ga.
Wehbie, Mettrey Margaret.....	Raleigh
Wells, Sara Josephine.....	Canton
White, Ann Carolyn.....	Wilmington
White, Annie Merle.....	Bladenboro
White, Marguerite.....	Raleigh
Whitehurst, Lydia Elizabeth.....	Elizabeth City
Whitley, Lillian Martin.....	Raleigh
Wilkerson, Mary Elizabeth.....	Willow Springs
Woodward, Nathalie Salley.....	Anderson, S. C.
Wyman, Ruth Elizabeth.....	Raleigh
Wynns, Mabel Warren.....	Powellsville

Special Students

¹ Barnes, Lilburn, Music.....	Clayton
Blackman, Mildred, Piano.....	Honolulu, Oahu, Hawaii
Brooks, Mrs. Winona Poole, Violin.....	Clayton
Byrd, Lois, A. B., Piano.....	Lillington
Campbell, Virginia Lee, Piano.....	Raleigh
Coble, Dorothy, A.B., English.....	Raleigh
Cole, Sara Margaret, B.S., Piano.....	Timberlake
Council, Mary Virginia, B.S., Piano.....	Raleigh
Crump, Mrs. Doris Branch, Piano.....	Enfield

¹Deceased

Dawkins, Geraldine, Voice.....	Raleigh
Elkins, Annie, B.S., Piano.....	Whiteville
English, Ethel Evangeline, A.M., Piano.....	Mars Hill
Everett, Mrs. Ruth Heatherly, Piano.....	Raleigh
Fallon, Rosalie, Voice.....	Raleigh
Hamrick, Martha, Music.....	Raleigh
Hatch, Mrs. Edwin Brown, Art.....	Pittsboro
Jones, Bernice, Music.....	Wake Forest
Jordan, Margaret, Voice.....	Raleigh
Keith, Alice Barnwell, Ph.D., Piano.....	Canton, Ga.
Kohl, Robert, Voice.....	Raleigh
Lassiter, Mrs. Hazel, B.M., Voice.....	Raleigh
Lee, Flora Ann, Violin.....	Raleigh
Morgan, Charles, Violoncello.....	Raleigh
Morgan, Neil, Organ.....	Wake Forest
Ricks, Gladys, Organ.....	Raleigh
Ricks, Robert Gray, Voice.....	Raleigh
Robinson, Jean, Organ.....	Lowell
Ross, Howard, Piano.....	Holly Springs
Saunders, Mary Neal, Organ.....	Rocky Mount
Tillery, Mary Paul, Biology.....	Raleigh
Wallace, Marian Frances, A.B., Violoncello.....	Raleigh
Washburn, Martha Jane, B.S., Piano.....	Shelby

Summary of Students

Seniors	116
Juniors	122
Sophomores	110
Freshmen	147
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Total Classmen	495
Special Students	32
<hr/>	
Total	527

Summary by States and Foreign Countries

Africa	1
China	2
Connecticut	3
Cuba	1
Delaware	1
Florida	3
Georgia	2
Hawaii	1
Kentucky	1
Massachusetts	2
New Jersey	3
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North Carolina	466
Puerto Rico	2
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South Carolina	9
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